

FALL

1957





# Bulletin

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# THE DELTA KAPPA GAMMA

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# Bulletin

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## OUT OUR CONTRIBUTORS

Miss Lorraine Metcalf is herself the instructor of the emergency training units described in "On Call." The only woman on the First Aid staff of the Franklin, Massachusetts, Aquatic School, Lorraine is proud that there have been no drownings since 1934 in this town, with all kinds of waterfronts, due to an extensive swim program.

Mrs. Emma Heslep of McCleary, Washington, in "I Am a Teacher Because" expresses a joy in her work that must be contagious.

Miss Eleanor B. North, professor of Shakespeare and English Literature at Berry College, Georgia, spends each summer sponsoring Literary Pilgrimages for students, with six weeks of travel and six weeks of study. One summer the group will be American university students in Europe, the next overseas students in the States.

Dr. Agnes Samuelson, Des Moines, Iowa, is a member of the international Committee on Teacher Welfare and of the same committee in her own state. She is a former assistant editor of the NEA Journal, a past president of NEA and at present a member of the NEA Board of Directors.

Miss Edith E. Cutting, Binghamton, New York, shows unusually thoughtful understanding of an incident common to all teachers in "I Don't Know."

Mrs. Jessie Lynn Skala, head of the English and Speech departments at Lawrence Park High School, Pennsylvania, has been foster mother to eight foreign exchange students. She is a member of the international Committee on Expansion and a past president of Gamma Chapter.

Dr. Dora Sikes Skipper, director of off-campus instruction, Florida State University, has a rich background of experience in developing programs of inservice education. She is a past state chairman of legislation and of scholarships.

Mrs. Ruth Myra, associate professor of music at New Mexico Western College, Silver City, is

chairman of the international Committee on Music. She has written a number of musical compositions expressing the magic of New Mexico. Her latest, "Bells of Old Mesilla," an operetta based on the signing of the Gadsden Purchase in 1854, has been presented five times on the New Mexico Western campus and twice in the Las Cruces area.

Mrs. Josephine Irby Lester, a teacher in the Marshfield Senior High School, Coos Bay, Oregon, gives us another of her lovely poems.

Dr. Irene Murphy, Kansas City, Missouri, is a contributor of both stories and poems. She has also been represented in the Summer, 1955, and Spring and Summer, 1956, issues.

Regional speakers included women of long and distinguished service in the Society and eminent speakers on educational topics. Dr. Mildred English is best described by the Achievement Award citation on page 42. Miss Frances Finley of Birmingham, Alabama, is the international first vice-president. Mrs. Norma Smith Bristol, Fitzpatrick, Alabama, and Miss Birdella Ross, Minneapolis, Minnesota, are both past national presidents. Miss Lillian Schmidt, Lincoln, Nebraska, is a past national vice-president and the present president of Rho state. Dr. Clara Cockerille is assistant superintendent of schools in Armstrong county, Pennsylvania. Mrs. Elizabeth E. Marshall is the assistant director of the Division of Radio and Television for the Chicago Board of Education. She is also a member of the national defense Advisory Committee on Women in the Services.

Mrs. Paula Demar of Hollywood, California, writes, "I am in my twenty-ninth year of teaching, loving it more as one loves something precious he is about to lose. As I begin to think of retiring in a few years, I find myself wishing that I were just starting this adventure."

Ralph White of the University of Texas art department faculty drew the illustrations found throughout the *Bulletin*, and John Groce, well-known Austin commercial artist, designed the cover.



By  
Lorraine Metcalf

## Franklin Women

# ... On Call

**A**SQUEAL of brakes, a piercing scream, and there before the horrified eyes of late morning shoppers lay the crumpled body of a nine-year-old boy on the icy sheen of the main street. As is usual in such accidents, a crowd soon encircled the unconscious figure and attempted to do what the sympathetic but uninformed always do—move the victim. Fortunately for the youngster, trained people in the vicinity averted what could have resulted in tragic consequences.

Thus was the first ambulance unit of the town of Franklin, Massachusetts organized.

Back in the early days of World War II most communities were faced with an extreme shortage of doctors

and nurses, available young men and trained people to face emergencies. Through the American Red Cross, groups were trained to meet immediate needs of the civilian population.

THE town fell into step with the rest of the country. Classes which included industrial groups, municipal departments, office workers, laborers, housewives and educators were held at all hours of the day and night. There was no class nor creed distinction. A common objective of preparedness in the home, at work and on the highway was the stimulus, with each and all thinking in terms of the possibility of major disaster.

As is common in many sections of the country because of budgetary problems, our particular section had

always depended upon outside agencies to transport injured and sick people to the nearest hospital ten miles away. It worked successfully up to a point, but there was no coverage or overlapping if the service was elsewhere occupied, and it was after all just transportation.

At the time of the accident previously mentioned, townspeople were faced with no transportation service whatsoever. Undertakers who had handled this service had suddenly discontinued business! Here was a population of 8,500 facing not only shortages of medical assistance but transportation service as well.

One particular group of women who were sufficiently interested for personal reasons to continue with advanced training was immediately approached by the local physicians. They needed assistance; the townspeople needed help. What could be done for the best interests of all must be thrashed out.

OTHER trained persons had been absorbed in their various places of employment. At work most accidents which occurred were covered, but home and highway incidents called for specific handling.

Evincing a desire to go on with their training in theory and practice problems was one thing—facing the actual circumstances was quite another. The prospect of the unpleasant situations to be faced was presented as a discouraging aspect of the tremendous responsibility ahead. Of the group thirty-eight hardy souls braced their shoulders, dulled their olfactory nerves, hardened their backs as well

as stomachs and accepted the challenge.

The group was unique in that the members represented all ages from twenty-one through sixty-seven. They came from all walks of life, but it was their versatility and adaptability to situations that made each crew a unit which operated as one pair of hands. Things which all possessed in common were a desire to serve their fellow man; an abundance of deep, warm-hearted sympathy for the afflicted; a keen sense of humor which carried them over serious humps. "No" was deleted from their vocabularies.

Assuming the responsibility of the physical welfare of a town was no mean challenge. Required hours of training was background knowledge, but additional, intensive training was essential. Reaction factors had to be considered. Bandaging a "supposed" victim was entirely different from working over a real patient buried in debris. How well these women would adjust and adapt themselves to mangled bodies, unpleasant surroundings and unusual episodes remained to be seen.

WITHIN a week of acceptance of the challenge five hundred dollars was raised through contributions and a tag day; a 1939 Ford beach wagon was purchased from a young business man entering the service; free housing was offered by a local garage; the car was equipped, registered and on the road for what was thought to be temporary service of a few months.

An accelerated program of advanced work was begun. Creative

imaginings conjured weird situations. In various sections of the town—a large lumber yard was a favorite spot because it was an eerie place under cover of darkness—"victims" were planted, rescued and brought back to headquarters, where assignments were checked for errors of judgment or improper application of bandages or splints. Performance was expected to be done accurately with or without benefit of light. Extrication from automobiles became part of the learning experience. Improvised equipment was used.

This training continued throughout the entire four and a half years of service. Wednesday nights were a *must*. Cases were reviewed, situations discussed, easier approaches to problems were developed to expedite the work and to save time. Doctors gave chalk-talks on specific items not contained within the pages of the textbook.

Originally the unit was attached to the local chapter of the American Red Cross. As the work gained momentum, certain members of the Board felt that all of the unit should be fully qualified motor corps personnel. Requirements for such a corps called for specific mechanical knowledge plus holding current automobile licenses. It was felt by the entire group that the work which had been accepted did not include clinical runs, nor should good first aiders be sacrificed because they couldn't drive a car nor understand mechanics.

AN additional factor was the question of uniform. The uniform was whatever the volunteers happened to

have on at the moment. It was no novel sight to see hair in curlers or snow-suits covering night attire on late calls. Nor was it unusual to see a member appear in dress clothes. Time was essential; there was no time to waste with lives at stake.

Because of policy of the chapter it was impossible to get blanket insurance without sacrificing older members of the unit. Again they held fast. To appease all concerned, the transfer of registration was made out in the name of the Board of Health, which resulted in complete coverage of the entire membership after two years of leaving themselves wide open to personal injury without insurance protection.

These volunteers had no set time schedule. It mattered not how many trips any member might have taken; if a call was placed, she was expected to be at the garage within five minutes. If a member was to be away, the director was so notified, thus saving unnecessary calls. Mill workers were called from the mills, teachers from their classrooms, housewives from their cooking. Sleep was often broken, meals disrupted and social calls extremely uncertain.

Communications were made through special emergency telephone lines. A call was accepted only from a doctor, the police or the fire department. The type of accident, or home case, was described, and the best qualified crew was notified. As is true in most fields, some first aiders are better equipped to meet fractures; others, to face serious wounds or illness; still others, to extricate

victims from wreckage.

NO charge was made for this service but donations were gratefully accepted. The money received went into overhead expense—such as gas, oil, linens, plasma, medical supplies, later types of stretchers. It was self-supporting from start to finish.

The first months of operation found the women facing "tongue-in-cheek" response from the male side of the fence, but this was soon dispensed with, and a growing respect became prevalent in all circles for the efficiency and calm, emotionless display of fearlessness toward any task.

In the early days there was the tension of working under pressure, consciousness of time elements, and the hazards of striking off in weather not fit for man or beast. There were times when the lump in a throat felt like a grapefruit, but the voice and the actions betrayed nothing, as happened the night a Delta Kappa Gamma member was on the crew to extricate her own brother from a wreck in which his chum was killed. The brother eventually recovered

from his serious injuries.

All physical work was done by this band of women, regardless of seriousness. The diagnosis was given by the doctor present, and instructions were followed as to method of care prescribed. How well remembered is the "gingerbread lady" who decided to end it all by jumping from a second floor window only to indent the spring turf and inflict so many multiple fractures it was questionable as to which splint should be applied first. With bare hands the turf was torn away to get a level upon which to work more efficiently. When the broken body was removed, there remained a complete pattern of her figure. She lived!

ANOTHER interesting episode was the case involving the eldest crew member, a retired teacher now a member of Theta chapter, who plunged headlong down a flight of stairs in a strange house while on an errand of mercy not connected with this service. Well can be imagined the trepidations of the assigned unit, all of whom had been pupils of the patient, as they traveled to the outlying district.

To their relief no great harm had been done because their colleague had remembered her training and let herself go when she realized she was falling. Had she believed in girdles or had she panicked, she could easily have suffered serious injury. As it was, she rolled and somersaulted with ease on nature's covering,



sustaining bruises and contusions of minor consequence, although she was subjected to close observation for a week's time. Her main source of complaint was being on the sick list, even temporarily. Nearing eighty today, she still attends chapter and state meetings regularly, as well as looking out for neighbors, incapacitated friends and needy souls.

Situations arose that no textbook could possibly portray, such as the compound fracture of a farmer's thigh in a barn accident. The unit arrived to find the victim directly straddled by a most resentful cow, who was the apparent victor in a one-sided argument. Moving the victim without splinting would cause increased pain and suffering; the involuntary expressions of pain might incite the animal to further hostility thereby increasing the danger of additional injury.

"Splint them where they lie" is always the safest procedure. Simple! One unit member held a bag of feed—the others went to work. The cow enjoyed an extra supplement to her ordinary diet, but the crew members lost a year's growth in nervous tension until the task was completed and the farmer had been removed safely.

There were many situations when fear rode the bumpers—not fear for self, but fear for the safety and well-being of those who depended upon their knowledge and skill. The power of unit discipline, however, was such that each movement of action was synchronized into effective accomplishment.

ALL extricating from wreckage, all splinting, all bandaging, carrying and handling of victims was the responsibility of these women. Moving a stove or a refrigerator became routine procedure in home cases where easy access to a patient was necessary.

Electrocutions by accident and by lightning, attempted murders and suicides, the usual fractures, every type of hemorrhage imaginable, wounds of varying degrees of seriousness and bed-confining illnesses were met with the same stoic unity. Nothing but stretcher cases warranted transportation in this fantastic, improvised beach wagon. Babies were born enroute, but no patient ever died in transit in the thousands of miles covered.

To this handful of women with the warm hearts, the sympathetic understanding, the fearless courage to serve under any and all conditions goes the goodwill of an entire township. This appreciation has carried over into these later years, as was shown on the floor of a town meeting late in the forties when equal pay for women teachers was voted three to one. Without question the volunteer extracurricular activity of the teachers within the unit was remembered by a grateful public at large. Four members of Delta Kappa Gamma were original unit members who served throughout the entire period of time.

The group is considerably older today, but there is no doubt in any mind that, should the occasion arise, the town still has a skeleton crew that could move into effective action.

IN 1945 a new undertaker moved in and expressed the desire to establish a transportation service. The women were delighted to be relieved. Of the original thirty-eight there were twenty-four remaining active members. Babies had a way of increasing the population but deleting the total unit membership; the armed services called some of the younger members; a few had business changes which took them far afield.

Before long a growing dissatisfaction with the commercial type of service now offered led to articles which appeared in the local warrant at each town meeting. The town fathers faced the problem squarely of meeting this situation and accepting the responsibility of making ambulance service available to the community. This action was a direct outgrowth of the service performed by these women. Money was appropriated to purchase the first real ambulance the town had ever owned.

Housing became a problem. Townspeople were divided in their opinions as to which group should operate the service. Neither the police department nor fire department members held first aid certificates in good standing. Transportation, however, was the main need. The fire department inherited the responsibility because they could house the vehicle and had the quickest means of communication.

Doctors were now plentiful, so the ambulance service became a transportation service primarily. It was frequently urged that the men who

manned the vehicle should be trained, in case of major disaster, but the men didn't want to give of their time and energies to meet the required hours of study and practice.

IT IS common knowledge that unskilled and untrained ambulance operators, as well as officious bystanders and well-meaning friends, have brought about conditions which have resulted in permanent crippling of body parts and, in some instances, have caused death.

Realization of these facts brought about on June 1, 1957 the passage of a new law in the Commonwealth of Massachusetts, a law which states that any person or persons connected with ambulance service, publicly or privately owned, shall be trained in first aid. To meet the requirements of the new law, the former director of the women's unit was requested to furnish instruction to the members of the fire department.

The interest of the men in the initial training is such that echoes of the yesteryears can be heard once again. The town is still ten miles away from the nearest hospital. Crews today are paid on an hourly basis. The citizens ride in the latest, best-equipped ambulance on the market. Manning the vehicle are trained fire department men who will continue training until they are as adept in the manipulation of the bandage and the splint as that valiant group of women who couldn't refuse a challenge—who felt as did George Moore, that "After all, there is but one race—Humanity."

## I am a teacher because - - -

**I love to explore.** Strange lands and unknown spaces hold no greater thrill than a child's mind. It is the Great Unknown. What talents may be buried there or reaching up for recognition. Who knows what Edison, what Lincoln, what Mayo, what Beethoven is before us. Who knows what I, in some small way, may bring to light.

**I love music.** A schoolroom is a staff; the children are the notes. What melodies they play. The range of tone is so great that sometimes it overwhelms me, even though I should know the songs I've heard so many years. Could it be they are new because they never grow old?

**I love Life.** Life is everywhere. I see it; I feel it; I know it. I am a part of it. It is ever moving on and on. There is no looking back, for there is too much to accomplish now and in the tomorrow. I am made an optimist from necessity. It is a natural and painless condition. I am a part of all Life, which had no beginning and has no ending.

**I love children.** They are real, genuine. They are God's children before the world has changed their patterns. They are all that is good and true. They refine themselves because they boil over but never simmer. They are as refreshing as spring flowers. All I need to do is to look into the face of a child—any child—and I feel my spirit soar. God give me the spirit of a child.

**I love beauty.** I love the wooded forests with their changing moods. I love the mighty ocean in all its vastness. I love the spaciousness of the sky—its fleecy clouds which fascinate me in summer and hold me spellbound in winter. I love everything that grows on nature's carpet. I love the beauty that man has created too, but most of all, I love the beauty of a child's shining soul so apparent in his revealing eyes. Adults inhibit, but children exhibit.

I reach and reach, and strive and strive, and climb and climb, but there is no reaching the goal in teaching. It is eluding, evasive, stimulating and bracing. Teaching is life itself. How glad I am that I am a part of it.

—Emma Heslep



Martha Berry - - -

## Pioneer in "Different"

MARTHA BERRY, founder of the famous Berry Schools and College, had a part in the life of the nation granted to few individuals.

Born to plantation wealth, she could not ignore the silent need of thousands of forgotten Americans who lived in the southern mountains. Out of the log cabin where she told Bible stories to mountain children has grown the Berry Schools, one of the truly unique institutions in America. Its campus is the largest in the world—30,000 acres of forest, mountains, fields and lakes.

In these Christian self-help schools a student who would otherwise be

denied the privilege of obtaining an education may earn his way through high school and college by working two days per week and attending classes four days weekly. All the work is performed by students—farming, dairying, forestry, cooking, cleaning, canning and baking.

THE motto of the Schools "Not to be ministered unto, but to minister" was chosen as the motto by Miss Berry when the first log cabin building was opened in 1902. The shield of the Schools bears this motto surrounding four symbolic emblems—the log cabin, representing Simplicity; the Bible, denoting Christian

Principles; the lamp of learning, signifying Opportunity; the plow, symbolizing the dignity of labor.

Martha Berry lived to see her dreams in part realized. Due to her never-ceasing labors, the little log cabin building gave place to an approved high school and four-year college. As the years sped onward, honor and recognition came to her and to her beloved Schools. Henry Ford, Mrs. John Henry Hammond of the New York Vanderbilts, Theodore Roosevelt and many others gave generously of their time and money. She was honor guest at the White House, where she was awarded the Theodore Roosevelt Memorial Medal

For the year 1927 *Pictorial Review* magazine gave Martha Berry its Achievement Award of \$5,000. A committee of men and women had selected her as the woman who made the most distinctive contribution to American life during that year. In this connection Genevieve Parkhurst wrote, "In a legion of cabins tucked away in the fastnesses of mountain, swamp and hidden valley, she has fed the flickering flame of human vitality . . . Out of a land of decay she has fashioned a land of promise."

A dozen universities, North and South, honored Martha with degrees. She was awarded the American Town Hall medal, the Colonial Dames biennial National Service Award, the award of the American Institute of Social Sciences and the Daughters of the American Revolution medal.

ON February 26, 1942 in an Atlanta hospital her glowing spirit outsoared her frail body, and in the early afternoon of that same day all work stopped at Berry as the old "Gates of Opportunity" opened to receive Martha Berry. Blue-shirted, blue-jeaned seniors bore the bronze casket as pink-uniformed girls formed a Guard of Honor. After a brief period of lying in state at the first little log chapel designed by Captain Barnwell, students again lined the walks as seniors carried the casket to the burial spot on Chapel Hill, under a pecan tree that she had admired. Carved upon the plain tombstone are the words upon which she had based her rich life, "Not to be ministered unto, but to minister."

# Education

By Eleanor B. North

for Distinguished Service. She was presented at the Court of St. James.

In 1925 Ida Tarbell selected her as one of the nation's greatest women. When *Good Housekeeping* magazine had a national ballot, its voters chose her among the twelve most important women of the nation, along with Jane Adams, Willa Cather, Minnie Maddern Fiske and Ernestine Schumann-Heink. Before his death Theodore Roosevelt declared her "the greatest of them all." In 1924 the legislature of her state bestowed on her a title never before awarded to one of its people—"Distinguished Citizen of Georgia."

Such in brief, are the facts, but to know the real Martha Berry, her humanity, her breadth of spirit, her gift of optimism, her unending interest in human beings as human beings, they must be illuminated with the warmth of the good way of life at her schools. The greatest thing about the Berry Schools is the spirit or atmosphere—reverence for life, for beauty, for truth, for God.

Martha Berry's childhood was a happy, gracious experience in the best tradition of the Deep South. As the second child and first daughter in a family of six daughters and two sons, she was the constant and beloved companion of her father, Captain Thomas Berry, a cotton king, who had paid his northern creditors in full when his neighbor had "let the damned Yankees whistle for their money."

Oak Hill, her parental home, was a charming colonial mansion, with its terraced grounds, several gardens and arbors, separate kitchen, dairy and vegetable garden. Here the little flock of eleven children (for Captain Berry had taken in the three of his dead brother) played always under the watchful eye of Aunt Martha, the Negress who served as cook, household aide and assistant arbiter of affairs. Lean and middle-aged, she possessed a sharp hand, a sharp mind and a sharp tongue. No Berry child ever forgot her favorite, often repeated admonition "A Berry don' act like dat!" or failed to remember the devoted love under her sharp words. Martha in later years was to call her fondly "my next of kin."

MARTHA often accompanied her father on his rides to distant ranches. Always she was to remember his words as he observed the unrewarded labor of many of the mountain people, "The people around here so often need help; but how to give it, that is the question. If you simply hand things to somebody, you destroy his pride, and when you do that you destroy him. But if you can lend him seed and tools and let him make his own crop, he'll keep his self-respect. Work, hard work, that's the thing, but not the only thing. We have to use our heads too. If we don't apply intelligence, all our work won't matter."

During her early girlhood Martha spent part of a summer with a friend whose family had a vacation place in the mountains. Here she learned from close experience of the mountain folk, their hard life and the waste she saw all around her—"the worst waste of all—human waste." For the older ones there was small help; only through the young could any change be made.

One Sunday afternoon as she sat reading in the little, old log cabin playhouse, which had become her "den", she looked up from her book to see unspoken longing in the faces of three barefoot boys in patched, dusty shirts and faded overalls, who were looking timidly through the small window. With the aid of Aunt Martha's cookies she was able to overcome their animal-like shyness.

In answer to her question concerning Sunday school, the oldest and the bravest of the trio said, "Oh, we'un

has got a Bible, only Pa caint read it." As for Sunday school—only blank stares greeted her; the word was not in their vocabularies. When she told them stories of David and of Jonah and the whale, their grimy faces shone with wonder. Timidly promising to come the following Sunday to hear more Bible stories, they vanished silently, leaving her with a great yearning to share what life had so lavishly bestowed upon her.

SOON the little group grew larger as little sisters, unbelievably shy and unbelievably grimy, accompanied their brothers. Her rosewood melodeon, now aged and infirm, whose broken pedal had to be held by one boy while another supported its wobbly frame, provided a session of hymn singing after the story-telling hour. As no one could read, she had to "line out" each hymn.

Roused by their pathetic hunger, she decided to start a day school where they might learn to read and write. In spite of the opposition of her family, who could not understand her "queer ways," she spent a hundred dollars for lumber and half a mile from the cabin, on part of the land her father had left her, with the help of one or two workmen plus that of the older mountain boys, she supervised the erection of a one-room, roughboard school house.

After a thorough white-washing, she planted flowers and shrubs around the building. Planks across soap boxes formed the benches, and her desk was a large packing case. She had to provide books, pencils, tablets. It was typical of the set of

her soul that she should feel—"It needs something else—a spire!" That week a steeple appeared, also white-washed, with a bell.

Soon a room had to be added on one side of the tiny building; then a second one which did not quite match on the other side, a larger one at the back. She put in rough folding doors and by opening them had space for a chapel. In a short time the old highland church buildings were being used for branches of the day school.

WHEN the growing group of Sunday school, mountain children overflowed the tiny, log cabin, playhouse "den," then Martha Berry moved her little flock to Possum Trot, a small settlement eight miles from Oak Hill. The long unused, bare, little church was the scene of a neighborhood gathering as she persuaded fathers and grown sons to repair the leaking roof, making a frolic of the day.

One may still read the mottoes which she, with her own hands, painted on the bare walls—"God is Love" over the door; "Suffer Little Children to Come Unto Me" above the pulpit; "The Eyes of the Lord are in every place, beholding the Good and the Evil" at the opposite end.

Then she conceived the idea of a boarding school, an idea which horrified her family. Aunt Martha voiced her sentiments, "Other folks' chil'ren! Git married and git your own, and stop runnin' after strangers' younguns!"

This school was to be "different".

The boys would earn as they learned. They would cultivate the fields, sell the produce, start a dairy, put up buildings. As they worked they would learn about good farming, improved dairy methods, craftsmanship of a dozen kinds. No one could attend without contributing some kind of work. After much deliberation a tuition fee of \$50 for eight months was established.

When she asked Judge Wright, who was later to become her brother-in-law, to transfer the tract of land her father had left her to the new school, he frowned upon the project, "You may change your mind."

"NO, I won't change my mind. I want to transfer my land to the new school for a place where they can learn and also earn their way at the same time. They'll all work and pay back the cost of their board and education. I'm going to give this land to the mountain children and they'll be my heirs. I want you to be the first trustee."

At her request the retired Captain Barnwell, who after sometime as a sea captain had become an architect, designed the famous "Gate of Opportunity," which was to open two ways—for those coming in to learn and for those going out to give the world what they had learned.

Captain Barnwell designed the chapel and other now required buildings in a simple, rustic, log cabin design. He was greatly amazed when Martha Berry asked him to place a spire on the new barn.

"The boys will be doing hard, hot work that has to be done day after

day. They'll need cheer and courage. If they have a steeple, it will catch their eye now and then, and they'll think of God's blessings, including the blessing of having work to do."

The first years were agonizing. As Judge Wright had prophesied, the amount of food consumed by the boys was enormous; homesickness was an ever present threat; parents were slow to believe in the worth of education. After supper the dishes were washed and placed on the rough pine shelves; then came a study period of two hours, followed by a social hour around the fireplace when students and staff talked freely of the things nearest their hearts. Bible reading, a short prayer, bed at nine, morning call at five—such was the life at Berry.

AS Martha Berry often said, "We spent both sides of the dollar." And another time, "I pray, and hard; then I get off my knees and go to work."

Of course, problems arose. Martha Berry, who fervently believed that cleanliness was next to Godliness, directed the boys to saw barrels in half to form tubs. Then, showing them the kettles of hot water and soap, she asked that each one wash his own clothes. After a speaking silence, a tall, gangly lad voiced the opinion of all, "We don' do no woman's work! I ain't never seen no mankind do no washing!"

With that keenness of perception which was characteristic of this dainty, charming Southern lady, Miss Berry replied, "Then I must do them for you" and thrust her fragile arms into the steaming suds.

After a few slashes on the wash board, the same red-faced lad spoke up, "We cain' let you do that. We'll wash!" The battle was won.

When the boys insisted that their sisters wanted to "git learnin'," she opened a school for them after the trustees had voted against such an undertaking. The boys built the wardrobes, bookshelves and beds. When she went to the churches for help, they responded generously. The Presbyterians gave kitchen utensils; the Episcopalians, bedroom furnishings; the Baptists, dining room equipment; the Methodists, flat irons and laundry tubs.

The boys copied looms from old models in mountain homes, and Martha Berry located mountain women who demonstrated spinning and weaving. Then the girls went to work to reproduce patterns in coverlets, shawls and bedspreads in the manner of their grandmothers—Whig Rose; Sun, Moon and Stars; Chariot Wheel; Lee's Surrender; Cat Track; Snail Trail.

MONEY was an over-pressing problem. The mountain folk gave what they could; in crude homemade envelopes came quarters, fifty cent pieces and, at times, dollar bills. Early in the history of the school Martha Berry overheard a student's prayer, "Lord, you know all the pans and tubs are wearin' out. The big dishpan has got three holes too big ter mend. Give Miss Berry strength to go ter New York and git some of that money I read in the paper rich folks is givin' to schools."

The gently reared Miss Berry shrank from such an ordeal, but she felt it her duty to go. Her first trip



resulted in \$1,700 for her school. After that her trips to the North were many, and her simplicity and warmth in setting forth the needs of the school slowly and painfully brought in the needed funds.

At Berry there was always room for one more. There was Emory Alexander, who came forty miles with two fine oxen, "They're broken for plowing, Miss Berry, and they're the fee for learnin' me." What family sacrifice those oxen represented!

Nor could she forget Willie Jackson, who, with his pig attached by a rope, had walked thirty miles. "This is my pig," he said, "and we'uns is come to school. I done carried him here for my learnin'." An orphan, he had been working in a factory as long as he could remember.

When a local friend, Sarah McDonald Sheridan, gave a recital which netted funds for a mule and a half, the boys pledged themselves to provide the other half mule and christened the pair Nip and Tuck. The Berry spirit was growing.

SHE strove to teach the Berry students about occasions and anniversaries, "hours that meant things." Many a mountain girl had her "first birthday" or her "first Christmas" at Berry. One girl hesitated when told to cut her birthday cake, "Please

cain' I have it around for a few days more ter see and ter admire? You know, it's the first birthday I ever had and the first cake too."

The dignity of labor, the worth of the individual—no student could fail to carry these truths away from Berry—"Only that work which soils the soul is dishonorable."

Hoke Smith, former Secretary of the Interior under President Cleveland and later governor of Georgia, speaker at the first commencement in May 1904, when a class consisting of one boy was graduated, said he had never seen anything like it. When the lad was awarded the school's first certificate, he was crying and so were his parents, his brothers and sisters and Miss Berry. Mr. Smith's check completed Smith cottage, and he became a member of her board.

When Theodore Roosevelt made his memorable visit in October 1910, he was delighted to learn that one of the "tuition" oxen was drawing the carriage. There had been no rain for weeks, and Miss Berry had borrowed a sprinkler wagon from the city of Rome, which worked all night to lay the blinding dust. Then at four o'clock in the morning came the torrential downpour, which lasted during his visit. "A bully rain," he called it.

Roosevelt saw everything—dormitories, kitchens, dining halls, bakery, cannery, laundry, barns, workshops, chicken houses. He inspected farm land and pasture, apple and peach orchards, vineyard that had been planted along the mountain, and

always the boys in overalls answering his questions. He heard about cover crops, soil building, the special treatment of depleted soil.

INFORMED that all the food on his plate was grown on the place and worked by the boys, he beamed his approval. "This school combines in an outstanding degree a very lofty ideal with the most practical common sense in realizing it." His speech given under a dripping umbrella, held by a proud blue-overalled lad, lingered long in the minds of his young audience (also under umbrellas). "Be a lifter and not a leaner" became a favorite slogan.

When Mr. and Mrs. Henry Ford came to Berry, they realized the full truth of Martha Berry's often repeated words, "There is no charity at Berry"—"hard work, yet intelligent work." . . . "Anybody can do anything." . . . "We all work for one another here, and that's the law of the school." . . . "We train the mind and the hand" . . . "a chance to grow a mind and a soul." . . . "Beauty makes God more real." . . . "Put your brains into your fingers and your fingers into your work."

At dinner she said to them, "Here you have a home-grown meal, a home-cooked dinner, and a homespun school."

When they saw the small, worn out stove on which their delicious dinner had been prepared, Henry Ford turned to his wife, "Callie, maybe you'd like to give them a bigger stove."

NOT only a bigger stove but the \$3,000,000 Ford quadrangle—two

dormitories, a refectory, a recitation hall, a recreation hall—built in the American adaptation of English collegiate Gothic with vaulted roofs, leaded glass windows, arched doorways and wood carvings with slender spires rising at many points—a magnificent quadrangle with an oblong blue pool in the center, other reflecting pools and a richly landscaped area of trees and flowering shrubs—was to come into being through the generosity of the canny philanthropist, who found at Berry his own ideal in the union of thrift and industry.

At one time, standing outside the chapel, Henry Ford watched the boys and girls as they marched toward him in long, curving files. The students approached from opposite directions, boys in blue shirts and overalls, girls in pink chambray. To the band's music the lines met in the center of the sweeping lawn and marched forward to the church. For many this procession of youth, heads lifted, arms swinging, provides the high point of their visits.

"All the money in the world couldn't have built this school," he said.

To Martha Berry money was only important for what it could do for her mountain boys and girls. When she was purchasing the necessary clothing for presentation at the Court of St. James, during an enforced year of rest abroad, she flatly refused to buy the train of soft blue velvet.

"The silver lace dress I can wear at Berry weddings," she explained. "The three white feathers will, of course, be useless, but \$300 for the

train! I could keep several boys in my schools for a year on what it would cost to wear the train one evening! No, it would be sinful to spend so much!"

THE horrified attendants had never before known the lion's tail to be twisted in such a situation. However, fearing that she really would appear at court trainless, they finally agreed to her request and rented the train for the evening, under pledge of secrecy.

Until her last illness she toured the mountains, handpicking students in the hope of "finding another Lincoln" in the most unpromising places. Five times she had served as bridesmaid for her sisters. As for herself, "I stopped across the road and married my schools. I have thousands of children. My investment is in boys and girls, and they return a fine, human dividend." Yet her family knew that she had sacrificed the one love of her life for her beloved school.

In time changes came to Berry. In 1916 the Boys' High School was established in order to meet more fully the needs of the older students. In 1927 came the junior college, which soon grew into the present four year institution. Of late a teacher training department has been added which sends out each year both elementary and secondary teachers of agriculture and home economics into the waiting classrooms everywhere.

During her lifetime the schools educated about ten thousand mountain people. Such is the story of one woman's devotion to an ideal and her unshakable faith in God and in man.

# Your Second Career

By Agnes Samuelson



**I**N 1513 Ponce de Leon went in search of the fabled Fountain of Youth, whose magical waters were reputed to wash away old age and restore youth. His expedition led to the discovery of Florida, but the Fountain of Youth remains an Indian myth.

Not so fantastic are the achievements of modern medical explorers in wiping out deadly diseases and prolonging human life. In the past fifty years the average life expectancy has increased twenty years. More years will doubtless be added to life in the decades ahead as further advances are made in medical research, preventive and curative techniques, developments in gerontology and geriatrics, governmental and voluntary programs in special health areas, legislation and education for better living.

The effects of longer longevity are reflected in the changing structure of our society. Since 1900 our population has doubled, but the number of

older persons has quadrupled. Every day 1,000 are added to the 14 million in our country over 65 years of age. The count is expected to reach 18 million by 1960.

The facts about population and life expectancy and the impact of this changing pattern are of tremendous significance. They have implications for all aspects of American life. The response of business, employment, education, community services, government, home life, medicine and social agencies is current history.

WHAT does this prospect for longer living mean to senior citizens, as those over 40 are being called? To teachers and others facing compulsory retirement deadlines? To those who are so absorbed in today's work that they do not take time enough to think about tomorrow's problems? To those who expect to die in the harness? To youth enroute to a first job? To older persons whose retirement is just around the corner? To all of us, whatever our ages?

Here are some reactions based on observation, reading and experience during five years of my busy retirement. Any attempt at answering these questions should start with another question: "What are we going to do with these extra years—let them go by default or 'add life to years'?"

As surely as the seasons change, the years will bring the aging cycle of life, and retirement will begin breathing down our necks; that is, if we live long enough. But there is something we can do about it, if we start early enough. Happy and successful retirement does not just happen when we reach a certain milestone along life's journey or when we decide on voluntary withdrawal from the profession. It is not automatic with the gifts and tributes bestowed at the dinner honoring retiring employees. The generous hope often expressed that "may you now get to do all the things you have always wanted to do but never had the time to do" may or may not be realized. Arthritis may have set in, the dollar shrunk in value or the urge to do those things evaporated.

If the longevity challenge stimulates us to put a telescope to one eye to get the years ahead into perspective, we shall see that retirement may be this or that, depending upon whether one plans for it or drifts into it. It may lead to a second career in the same or a different field of endeavor or the loss of interest in new learnings and accomplishments. It may bring new adventure and friendships or rocking chair loneliness; cre-

ative activities or the cessation of mental and physical exercise; fun and achievement or boredom and deterioration. It may become a time for living in the future or for retreating into the past.

THAT financial security is an imperative in assuring the peace of mind and freedom from worry which older persons deserve should impress us deeply. Social security benefits, not sufficient to cover normal retirement needs, will have to be supplemented by other funds. This precaution makes sense and should receive constant emphasis during earning years. If unheeded, the results may be tragic.

Taking this long view, we shall become more cognizant of the way mental and physical health can help to make every day count on the credit side of Father Time's ledger and of the way health liabilities pile up when physical checkups, nutrition and other safeguards are neglected. We shall also gain a clearer understanding of the importance of a sustaining philosophy of life, grounded in religion, in helping to meet the problems and difficulties of later maturity. It will do much to overcome tensions and self-pity, prevent a soured outlook, brighten relationships with others and give spiritual inspiration to daily living.

These and other vital factors spell the difference between an enjoyable and productive retirement or a dull and wasteful period of marking time. At stake is the utilization of all the abilities, experience and wisdom that older persons have built up through

the years. With the possibility of a life expectancy of 100 years in the offing, the role of men and women in their later years takes on increasing significance.

If we place a microscope to the other eye to secure a sharper focus on the place of education in the retirement picture, we shall be impressed with the new obligations and opportunities for new services that longer living imposes on education. This challenge is being met by our schools and colleges in many ways. Adult education programs, tailored to serve the needs of senior citizens, are attracting larger enrollments. And why not? The schoolhouse is a service station for the procession of humanity—old and young—on the highway of life.

Education is a process continuous with life itself. It is not limited to ages five to twenty-one, or other legal public school age limits. It is not finished with the college diploma or the license to practice a profession. The fact that people can learn new knowledge and skills in advancing years has been scientifically determined, and many persons are demonstrating this fact both before and after retirement.

OTHER forces are adding their contributions in the form of new programs and special services to older persons. Recreation, social and religious groups and libraries are helping people to stay young. They may be more effective in assuring the "youth of old age" than an overdose of cosmetics or juvenile styles of dress intended to set the oldster's calendar

back to Jack Benny's thirty-nine.

Institutions of higher learning are serving as research and resource centers on the issues pointed up by the aging population and their relation to social change. The University of Michigan, for example, has held annual conferences on aging since 1948 and has published annual reports on the specialized areas under examination. These volumes comprise a growing library of information on the problems and the process of aging and their implications for society and individuals.

Universities are developing other services in the form of departments of gerontology, geriatrics centers, counselling services, free tuition for persons over 65, publications, and specialized helps and programs. The role of the various disciplines in relation to the total problem, possibilities for developing centers for training personnel who work with older people, mass media and extension services, needed legislation and social programs are receiving attention.

The subject of aging seems to be catching popular interest along with that of child psychology and the growth and development of children. That more people are living longer emphasizes both the earlier and the later cycles of life. Youth is sharing the spotlight with age. It would not be at all surprising to find pre-retirement study groups set up beside pre-school groups, with parents and grandparents in attendance in adjoining classrooms.

WHAT does this add up to in terms of ourselves? In search of the

answer we are reminded of the story of Bobby's lessons. His young sister asked her mother if she might go to school with Bobby. Receiving a negative answer, she asked when she could start to school. "When you are old enough" was the reply. A pause and then another question, "What does Bobby do at school?" Answer—"He learns his lessons." Another pause and another question: "What's Bobby going to do with the lessons he learns at school?"

What are we going to do with the lessons pointed up by the increased life expectancy? There seems to be an obvious answer, particularly for persons of middle age. In the teaching process reading readiness, for example, facilitates pupil success in learning to read. Quite similar is the relation of retirement readiness to the achievement of happy and successful retirement. Just as a career in a chosen line of work, especially a profession, requires special preparation, so a retirement career calls for intelligent planning. The difference is largely in the type of preparation required and the respective periods of life to be covered in each preparation. Herein lies the responsibility for those established in active employment to prepare for later years—and start in time. The retirement date may seem remote at the moment, but it moves closer with each passing year.

The need of preparation for the golden years would be obviated if a standardized pattern could be devised to fit every one. This is ridiculous and utterly impossible, with all

the factors and variations involved, and unthinkable in a democracy. Retirement readiness cannot be pulled out of a slot in capsule form from weight measuring scales, purchased at the drug store counter or result from wishful thinking. It is not ready-made, but fortunately it can be custom-made according to personal specifications. This is the key that opens the door to happy living for many persons in later maturity.

Advance planning is not just an "all you do is" proposition, with promises of pie in the sky at the end. Preparation must be a do-it-yourself program, which has to be carried along during preceding years if it is to serve its purpose in retirement. Thousands of persons are testimonials of the fact that investment in retirement pays rewarding dividends. Their stories and discussions of the why, when, what, and how of retirement in current literature on library shelves are recommended as home work and chapter programs.

TO make the most of later years, advance planning will be geared to



retirement goals and their attainment. Involved is the consideration to be given to the possibilities of work on full-time or part-time basis; educational and cultural pursuits; facilities for recreation, hobbies, creative activities and the enjoyment of leisure; accessibility of medical care and related health services; opportunities for social, civic and religious participation; housing and environment; financial resources necessary for self support and family relationships. The ingredients of any program will be personal decisions, depending on interests, circumstances, and conditioning factors.

In actual retirement many teachers feel the urge to continue their professional interests and activity. They find that retired teachers associations on national, state and local levels provide channels for fellowship and educational projects. The National Retired Teachers Association, organized in 1947 and now a department of the NEA, has 45,000 members and a going program.

NRTA works to improve the professional, social, and economic status of retired teachers, stimulates renewed interest in educational and community problems, encourages loyalty to causes which transcend time and place—UN, UNESCO, and WCOTP—and supports legislation affecting education and retirement. In ten years it has earned its place in the sun through issuance of a quarterly magazine, establishment of the first non-cancellable group hospital-surgical-medical insurance plan ever to be offered to a retired

group on a national basis, opening of a national retirement residence for retired teachers and support of legislation affecting education and teachers.

The passage of legislation to correct serious inequalities in state retirement systems is a current mission of several state retired teachers associations. The Iowa organization was successful this year in its efforts to secure the enactment of a law that will bring financial retirement income up to \$75 per month for a group of former teachers who retired before the state retirement system was set up. Their state pensions have been below subsistence level because they were based on the low salaries received during their years of teaching, many in one-room rural schools.

Thanks to their fellow retired teachers and favorable action by lawmakers, this group of 542 teachers, ranging in age from 74 to 96 years, who have given their lifetimes to teaching public school children, will no longer be the forgotten people in state pension arrangements.

THESE are just a few glimpses of what retired teachers are accomplishing through group action. Some of these folks may have Reed and Kellogg lines on their faces, but they do not get tired. They demonstrate that the years after sixty-five need not be barren when there are so many fruitful ways of adding quality to quantity in life. In their ranks are Delta Kappa Gamma members who are helping with this valiant service to education and teaching.

What retired teachers are doing

as individuals is just as exciting. Many of them are busier than ever. Calls for service, which pour in on them from others who think that their retired friends have "lots of free time on their hands," give the retired teachers opportunities to keep in touch with and assist in causes and programs in which they are interested.

They find also that management of time is often as much of a problem in retirement as in employment years. In glancing over her calendar of events a much-in-demand retired teacher remarked, jokingly, that she was thinking of accepting a job so that she would have some time!

Based on our experience in retirement, what advice can we offer those who are in the planning stages? Here are a few off-the-cuff reactions picked up along the way from other senior citizens:

Do not dread retirement. There will be no room for you on the shelf if you keep it filled with gadgets for use in new projects.

Couldn't give any advice. My idea of a perfect retirement is to sit under a shade tree and read.

Take good care of your health so you can be better able to enjoy the time you have left.

Recognize what inflation and emergencies can do to your budget.

Do more traveling in active employment days, not just for the fun

of it, but also to learn more about the world and its problems.

Make a will.

Diversify your investments and do not rely on one type of financial protection only.

Base planning on more careful study. Make an inventory of your present worth, income and investments, family obligations, health, and other related points; consult with others and read materials on retirement; consider possibilities and objectives; then make your own decisions. That's it in a nutshell.

Get interested in something that will serve as a life saver later.

Keep on learning new things and making new friends.

Think more about where you will live or would like to live and what your home situation will be.

Whatever the planning, let it be in line with the quotation often heard in Delta Kappa Gamma meetings "Make no little plans. They have no magic to stir the soul."

Then we hear Walt Whitman's words echoing in the last of life,  
"Youth, large, lusty and loving  
Youth full of grace, force, and  
fascination

Do you know that old age may  
come after you

With equal grace, force, and fasci-  
nation?"

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## I Don't Know How

**Edith E. Cutting**

"I don't know how," he said, and stood  
With eyes alert and eager hands  
Still struggling hard to get it right  
Before I came to help him find the way.

"I don't know how," he said with mouth  
That twitched with grins, and eyes  
Kept down for fear I'd see he knew.  
He thought that I would do it for him, then.

"I don't know how," he said—nor care  
He seemed to mean, as if he dared  
Me try to make him learn the work.  
His eyes were dark and lips were one straight line.

"I don't know how," he said, with book  
Unopened, body slack, eyes dull  
And heavy lidded, tired to the bone—  
Too tired before he ever came to school.

How can I be to every one  
The teacher of what each one must know?  
God help me—many, many times  
I don't know how.

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# Education through Exchange

LAWRENCE PARK HIGH is an "exchanging" school. If they aren't exchanging students with Europe, Canada and various schools throughout the United States, they are exchanging football teams, cheerleaders and teachers.

This exchange idea all started about eight years ago when this small school, located five miles east of Erie, Pennsylvania, received an invitation from the American Field Service to participate in their European Student Exchange Program. Since that time eleven Lawrence Park juniors have been sent to Europe and nineteen young Europeans from eleven different countries have spent a year each at this school. Since that time Lawrence Park High School has also

become a part of what is termed "Domestic School and School Exchange," a program of exchange among schools in the United States and Canada.

Several years ago Lawrence Park sent a bus load of juniors and seniors to Hershey High School, and they, in return, sent a bus load to Lawrence Park. This was the beginning of domestic exchange for the Parkers. Since then the school has been on exchange with such other schools as the Runnymede Collegiate Institute near Toronto, Canada.

BECAUSE only a limited number of pupils may participate at one time in this exchange, competition runs high. It is necessary, therefore, for the faculty to decide who shall make the trip. This is done on the basis of character, personality, desire to participate and the ability to get along with people.

The chosen youngsters, who are released from school for a week, are on no holiday. In fact, they usually arrive home completely exhausted. They have a keen sense of responsibility; they are aware that at the culmination of their trips they will be called upon to make complete reports of the culture of the area they have visited and of the educational value of the project. While on exchange they visit historic shrines and industrial plants; they hear outstanding speakers explain the manners and customs of the areas, and they also attend school! Their social life is not neglected, however. Parties, dances

By Jessie Lynn Skala



and teas are a significant part of the program.

Just as soon as a student at Lawrence Park is notified that he has made the exchange list, he is given the name and address of the family with whom he will live in the host town. In this family will be the student who will later spend a week at L.P.H.S. on exchange. Immediately both families start corresponding. Snapshots and family chit-chat are exchanged. By the time the student arrives at his host school he is well acquainted with his "adopted" family. There is no awkwardness or shyness when they first meet. From the exchange of pictures they recognize each other on sight.

At the conclusion of the exchange, while the students are still in the visited area, the first evaluation takes place. Usually it follows a family-style dinner to which the parents, faculty, school board members and the Parent-Teachers association have been invited. Truth prevails at this meeting; no punches are pulled. Constructive criticism is in order. If a student feels there is a weakness in this particular exchange, he cites it. If, however, he regards the exchange as a most satisfying experience, he enthusiastically commends it.

ABOUT a week after their return to Lawrence Park the exchangees appear before their own student body and faculty to give an account of their stewardship. These are inspiring sessions! Lawrence Park High School likes to feel that it produces well-poised youngsters; now they know it! Travel broadens and ma-

tures—even if the trip is a mere 300 miles away.

Football teams and cheerleaders are also a part of the exchange program. Their time, however, is limited to week ends only. The Parkers have a wholesome relationship with several out-of-town teams. Sportsmanship runs high at the games. After all, it would be rather awkward to rough it up with a fellow on the opposing team and then have him for a bedmate that night!

Don't be misled! Each side fights like tigers to win, but there is no dirty play, no rough language. In fact, the coaches are gentlemen and insist that their squads act as such. Winning games is secondary at Lawrence Park. The school board, the administrative staff, the faculty, the student body and the community as a whole have a commendable philosophy concerning sports. Everyone is out for a win, but not at the expense of the player.

Although this school has been highly successful in the field of domestic exchange, Lawrence Park High is best known for its work with European exchange students. This was brought about through the American Field Service, a non-profit organization, whose sole purpose is the furthering of understanding and good will among the peoples of the world.

HEADED by Stephen Galatti, one-time successful broker but now full-time director-general of this experiment in practical democracy, this association has been instrumental in enrolling at Lawrence Park for one

year at a time, nineteen young ambassadors from eleven different countries.

Because of this and also because the community has played host to approximately 350 exchangees who have passed through the town on tours of the eastern section of the United States, interested persons are constantly asking pertinent questions concerning the personalities and traits of the foreign exchange students. Do they have difficulty adjusting to the home, the school and the community? How is homesickness handled? Does the language barrier present a problem? Are the students from other countries superior to our young people scholastically? Are they hard to discipline?

Let's take the questions one at a time, and let's have the answers straight from a member of the Lawrence Park High School faculty. For I have taught all nineteen youngsters and have been foster parent to eight of them.

Our exchanges have no difficulty adjusting to the school and to the community. To begin with, we are a small school in a small community, and we like to believe that we are friendly people. For example, when the exchangee arrives, a delegation of students meets him at the bus station. As he steps from the bus, he is greeted by the president of the senior class, who presents him with the key to the town. Others on hand to welcome him are juniors and seniors, his foster family and a few members of the faculty. The press also is present. Flash bulbs are pop-

ping, and the next edition of the local paper finds our visitor receiving community recognition.

BECAUSE the overseas student usually arrives in August, a coke or swim party is arranged in order to introduce him to the other young people of the town. On the first day of school at a special assembly he is introduced to the entire student body and faculty. From then on each person in the school feels that he is an American ambassador and goes out of his way to make our visitor feel welcome. The faculty is especially understanding. For several weeks they speak very slowly when making class assignments and when giving explanations. This courtesy is appreciated by the exchangee who frequently comments on this aspect as the year rolls along and he has attained better command of our language.

The foster family plays an important role in the life of the young visitor. His family is his anchor—his security. Usually he calls his foster parents Mom and Dad or Aunt and Uncle. These are warm titles and give him a feeling of belonging. The best adjusted exchangee is the one who is given some responsibility in the home. Sometimes this is no more than keeping his own room clean, helping with the dishes or mowing the lawn. Responsibility gives him the feeling of being a part of the family unit, not of being just a guest.

His relationship with his foster brothers and sisters is also a wonderful experience. Over the period of a year, these young people become so

much attached to one another that it is a heart-breaking scene when they must part. Interested persons often insist there must be some part of the exchange program that is unfavorable. We must admit there is one phase of the program we hate to cope with—saying "Goodbye." It isn't easy, for we come to love these youngsters.

If our exchange students are ever homesick, we are not aware of it. They always answer the question concerning homesickness in this way: "Homesick? Gosh, no! We're too busy to be homesick!" That busyness is the secret. We don't give them time to brood. They are busy in school; they are busy in church; they are busy giving talks and being guests in various homes in the community. They are constantly being taken on short trips to nearby cities, to the opera, to see Cinerama, to the Ice-Capades, and the like.

Language, at first, does present a bit of a problem. The exchange student comes to our country with a splendid knowledge of English. The average student has had at least four years, and two that we know of each had seven years' study of English before they came. Still, the rapidity of our speech confuses them, just as the rapidity of a foreign tongue confuses us, and our idioms "throw them for a loop." Like our own young people who study German, French or Spanish, the exchange student's reading knowledge of our language may be excellent. He reads very well and has a fine vocabulary. His speaking and writing techniques are not often

as efficient.

THESE bright youngsters—and they are bright for most of them led their classes at home—soon master the language and, we must admit, our slanguage as well. They seem particularly adept at the latter. In fact, they go out of their way to acquire a colossal vocabulary in slang.

"Are the exchange students from overseas superior to our students scholastically?" is the question most often asked us by laymen and educators alike. That all depends. If we compare them with our average students who have followed only a general course in high school, the answer is, yes, they are far ahead scholastically. They have had more concentrated courses in mathematics, science and languages.

If, however, we compare them with the upper fourth of our academic students, who have also had splendid backgrounds in the aforementioned subjects, the answer must be, no, they are not superior scholastically.

Because the students America sends abroad are there during the summer vacation only, we have no way of measuring how well our youngsters would do in European schools. The foreign exchange students who have attended our school were top men in their classes at home. Our valedictorians, salutatorians and other top honor students compare well with them.

THESE young Europeans do have a fine academic background, especially in languages. Indeed America could well take a page from their educational system as far as the cur-

riculum on languages is concerned. They, on the other hand, could take a lesson from us on those subjects which develop poise and make for better life adjustment—the social sciences, dramatics, music, debating and our many co-curricular activities.

We have observed that when the exchange student first enters an American public high school, he entertains a superior attitude toward the curriculum and is quite unsympathetic toward the non-academic child. He often feels that the slow-learning student should be dropped, as is done in his country. At the end of the school year, however, after having lived and studied in a democratic school and having rubbed elbows with all types of students, he is more understanding and sympathetic toward the American philosophy of public education—education for all of the children of all of the people.

It is interesting to note that not one of the European exchange students who has come to Lawrence Park has lost a year's schooling because of his year of study in an American school. They not only finish with their regu-

lar classes at home, but usually are at the head of their classes as well.

Concerning the discipline of our foreign exchange students, may I say just this: they are no better and no worse than our own teen-agers. Like our youngsters, they have their days when everything seems to go wrong. Occasionally they get out of line and must be reprimanded. Almost all of the time, however, they are cheerful, happy, well-adjusted individuals. Like all young people they need their share of love and attention. Sympathetic understanding, a warm smile, a sense of humor and a firm hand are the magic ingredients for the handling of any teen-ager. The foreign exchange student is no different.

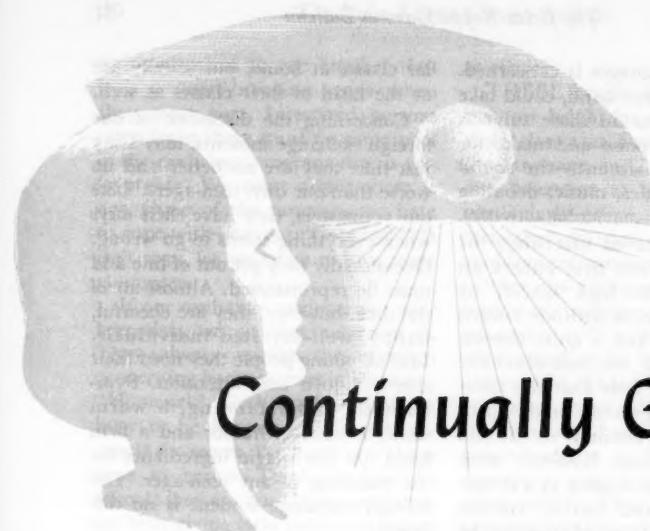
There is no doubt about it, participation in the Foreign or Domestic Student Exchange program is an enriching experience. It is good for the school and good for the community. Besides providing realistic lessons in geography, history and in the culture of an area, it promotes better understanding among the people of our own country and among the peoples of the world.

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Unless there is a spirit of learning here, unless there is a genuine thirst for knowledge, unless there is a hunger for education, nothing worthwhile will happen.

W. A. Jessup  
late president of Iowa University

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# Continually Growing

By Dora Sikes Skipper

"**G**IVE us the long view of our work and our world," prayed the late Peter Marshall, chaplain of the House of Representatives.

Challenged on every side by new ways of living, requiring new information and new skills, teachers find it essential that they continue to grow, both professionally and personally. In order to grow it is important that we evaluate ourselves—our information, our personalities—in terms of the demands being made upon us as leaders today.

Many of the problems we face in our educational work have been brought about by persons who refused to accept change or who desired to maintain or return to the *status quo*. It becomes important, therefore, not only that we plan for our own

personal growth but also that varied opportunities be provided so that all may have this "long view."

As we assume this responsibility, we may well ask ourselves, and others:

Why is continued growth important?

From whence do we get our sense of direction?

From what do we obtain the substance on which to grow?

How can we determine and evaluate our progress in order to obtain a new sense of direction for ourselves and others?

FROM the continuing search for better ways of teaching we have learned that the teacher herself is a part of the curriculum; her personality, habits and attitudes are learned by the children. This emphasis upon

the importance of the self-concept and its relationship to continued growth has implications for each of us.

In practical terms, Arthur T. Jersild points out in *When Teachers Face Themselves*, this concept—respect for self and acceptance of self—“means that each teacher will seek as best he can to face himself and to find himself in order to further his own growth.”

How does one go about seeking and finding himself? Jersild explains in another publication, *In Search of Self*, that “the self includes, among other things, a system of ideas, attitudes, values and commitments.”

“Values appear to derive from experience,” say Rasey and Menge in *What We Learn from Children*, “and in turn these derived values modify action. These actions again yield values and modify subsequent actions, which in turn modify the always-triggering values as the continuing feed-back appears to alter them.”

If it be true that values come from experience and are nourished and re-directed by later experiences, all of us need to be growing continually through experiences, for example, in democratic living and learning in order to maintain our democratic way of life.

It has been long recognized that democracy will have no meaning if it is found only in the pages of books. Groups need to have continued opportunities to participate in democratic living and, at the same time, to come to understand and appreciate the dignity and worth of each individual who makes up the growth.

As we participate in such activities, we deepen and expand our sense of values from which our work and our total life take form.

In addition to continuing experiences to nourish and re-direct values, teachers need a continuous flow of new information. Shifts in educational philosophy and in community living and the constant reports of educational research demand periodic exploration on the part of each teacher today in order to maintain a satisfactory professional status. From the contributions of research in such areas as anthropology, medicine, science, human development and social dynamics much new information is available.

It is reported that John Kiernan, the columnist, once said, “It is years since I attempted to lay in a stock of new knowledge; what I have been doing is to make an even more effective show window display of goods that were behind the counter.” Are we as leaders laying in new knowledge rather than just making more effective displays of old stock from behind the counter?

LEADERS who are most effective use the widest range of patterns according to the appropriateness of the pattern to the situation, according to Ruth Cunningham in *Understanding Group Behavior of Boys and Girls*. There are five types of group interaction that can be used in the achievement of desired goals, she points out. No doubt, in addition to acquiring recent information, we need to direct our plans for continuing growth toward analyzing the

changing situations and varying our program of activities accordingly.

It is indeed fortunate that throughout all professional groups greater emphasis is being placed upon the importance of continuing growth through programs of in-service education and of giving recognition to individuals who give evidence of continued growth. As higher salaries and improved benefits are provided, better professional workers are attracted, who in turn are more interested in in-service programs for continued study.

These programs planned for continuous growth are taking many forms, but each program is based upon a recognition that all professional workers need to keep abreast of new knowledge and to have opportunities to release their creative abilities.

The climate in which the program operates has implications as to the quality of new growth which can take place. Much of the work is done on a voluntary basis. Cooperative effort and willingness to give extra time and effort are characteristics of persons engaged in these programs.

AS teaching becomes more and more a creative process—creative for pupils as well as for teachers—the learning situation is ever changing, this creativity is characterized by a degree of imagination, new knowledge, resourcefulness and frequent experimentation. Frequently research leading to action as applied to a specific professional problem has stimulated a spurt in professional growth among a large group of

teachers.

Herman G. Richey reports in *Growth of the Modern Conception of In-Service Education:*

New programs of in-service education involving group activity, alternating leadership as it emerged from the staff and freedom on the part of the teacher to experiment, found expression in the organization of curriculum-planning committees and policy-making boards, in organization and development of workshops and in attempts by teachers singly and in groups to apply more and more the methods of research in the solution of their educational problems.

Membership in professional organizations and societies has often served to stimulate and to give impetus to activities for continuous growth. The direction of values grows out of the many evaluations of activities within the programs of these groups. Frequently all that is needed is to know that we are moving in the right direction.

*IN Teacher Education: A Look Ahead*  
Samuel M. Brownell, former United States Commissioner of Education, said:

As the professional life of teachers increases, the necessity of their having intellectually stimulating experiences increases. If this need is not met, teachers working with alert children lack the familiarity with significant contemporary developments which pupils have a right to expect,

and pupils are deprived of association with intellectually stimulating teachers.

The group approach has been used in all areas of general education and in fields of specialization. The willingness of the individual to devote time and effort to improve herself as a person and as a scholar is the key to all individual and group activities for continued growth. Dwight A. Culler in *The Imperial Intellect* states that "The end of education is the human being himself, the simple perfection of his own nature. It is not the transforming of the world, but his own nature."

As many of us move into the later years of our life and work, we have an added responsibility to continue growing in order that we may make the unique contributions that can only come from growth accumulated

through years of experience. If an individual's work and life have been characterized by continuing growth, those later years of professional service can be invaluable.

We need to accept our responsibility:

To grow continuously,

To act upon this growth,

To assume leadership in helping others to grow,

To test and to share our growth in terms of new knowledge and then re-direct our activities and goals.

To the extent that continued professional growth characterizes our life and work there will exist something from which the entire world can draw inspiration.

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Happiness in this world, when it comes, comes incidentally. Make it the object of pursuit, and it leads us a wild goose chase and is never attained. Follow some other object, and very possibly we may find that we have caught happiness without dreaming of it.

Nathaniel Hawthorne

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## Planning Farewell

**Paula Demar**

When I think of retiring,  
I get that lonely feeling  
Inside of me,  
Who loves the growing child  
As if I created it  
To a pattern,  
Gratifying to an ego,  
Built of a glow,  
Only a child can know.

There's that road  
We both traversed,  
One teaching,  
The other learning  
As if together  
Shaped.

There's a growing  
And a knowing,  
In unison,  
As if each knows

What the other plans  
Of an architecture  
For human pattern to achieve.

There is a sad song  
In that aging heart of mine,  
When destiny begins to write  
The final scene of the drama  
I have lived and loved,  
Unraveling and reweaving,  
Act by act, this interlude.

When the curtain lowers its strings  
And holds fast upon the lonely stage,  
My thirsty heart will thrust its roots  
In soil where childhood grows  
And flowers;  
And my memories will softly water  
The budding garden  
Where I often strolled.

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# *The Place of Music*



## *in Delta Kappa Gamma*

By Ruth Myra

MUSIC makes a unique contribution to human experience. One may belong to the comparatively small group of individuals that create music; he may belong to the larger performing group that bring it to life by expression; he may find his place in that largest of all groups, the mass of people who listen to music. Very few persons actively dislike music and even those few cannot escape the present day offering, not to say onslaught, of radio, television and juke box.

Music has become such a natural part of our experience that to attempt an intellectual analysis of it is, for our immediate purpose, a bit absurd—rather like saying “What is fresh air and why do we need it?”

To lose any part of this naturalness is a very serious loss, indeed. I have always loved the story that is told about the well-trained musician who

went to teach in a village in Kentucky. Here the tradition of making music for themselves, singing their own unwritten folk songs with the guitar or dulcimer accompaniment, adding original verses to long ballads and freely harmonizing furnished delightful recreation indeed.

The young teacher was so pleased with the fertile soil, ready for her cultivation, that she quickly taught the villagers the mechanics of music, as well as the dominant aesthetic characteristics of the baroque, classical, romantic, impressionist and modernistic composers.

SHORTLY afterward she left to accept another position and the following summer returned for a visit. She soon realized that there was none of the delightful spontaneous music-making going on.

Finally came the question—“What has happened to your music? Why

don't you sing anymore?"

"Well, I guess you jes' cultured it right out of us!" came the truthful, if surprising reply.

Any important event in an individual's experience, or as a member of a social group, is likely to evolve some sort of ceremony, and mankind has always called upon music to intensify the significance of the occasion. It may have been called upon to express the exalted ideas of religion and its accompanying rites, or to intone the dirge for the dead. It may have been needed to celebrate victory in battle, or to soothe a restless child. One's love of home and country finds a particularly felicitous expression in song, and the ideals and victories and defeats of the human heart have been the inspiration for much of the greatest and best loved music in the world.

Granting then that music has a place, be it great or small, in everyone's life today, let us examine that place in the life of Delta Kappa Gamma and see how it measures up to the goals expected of it when first the songs were written for the Society and time was allotted for the singing of those songs at every meeting.

I think that most of us are agreed that if we are going to have group singing, and music in Delta Kappa Gamma is largely a matter of group singing, as a recognized activity, that we would like to have *good* group singing! Obviously, the only way to have good group singing is for the group to sing! A dynamic song leader is, of course, a great asset in this matter of community singing, but the attitude of the participating members

is of tremendous importance also.

THINK what singing we would have if every member learned our official song and sang it with sincere professional dignity! Think how impressive our ceremonials would be if all the members sang the songs to the very best of their ability.

To the member who says, "I simply cannot carry a tune in a bucket!" we reply, "Have you honestly tried?" Remember, in this business of community singing, the attitude is the thing that counts the most and after that the voice and musicianship. A disapproving or amused "I will not sing" attitude on the part of a single member can have a most depressing effect on the entire group, to say nothing of the poor song leader!

The individual leading the singing of any group, Delta Kappa Gammas included, needs a rather special attitude of social and musical blending. To love people is a *must*, and this quality will carry many a timid song leader who may feel musically inadequate.

Many local groups have occasional "singing bees" during the years to learn the tune of new songs, if not the words. Song sheets, of course, supplement the limited copies of song books. In case of lack of piano in homes where meetings are held, some music chairmen are using auto harps for accompaniments. Many reports show great ingenuity in meeting the problems of accompaniment.

THE attitude of the professional music educator and cultivated musician must be taken into consideration. We know, of course, that we are

not singing great music. So when that argument arises, as it frequently does, let us remember that few community songs are great songs from the standpoint of the world's literature of great music. But remember that patriotic songs, folk songs and ballads have moved the spirit of man for many generations and have helped to mold his destiny.

Our Delta Kappa Gamma songs are planned to meet all the needs of the Society from the most serious statements of purpose, beauty of fellowship, fun and gaiety to songs of tender remembrance of those who have passed from our sight. The tunes are singable and written with special consideration for the novice in music.

People sing from a sense of well being; this is one of the great values

of music as morale builder. It is truly wonderful to sense this feeling as it deepens in a singing group and as one voice joins with another in the unity that is only experienced in musical participation. It is a truism that the club or school that sings is a happy one. Making music together dissolves barriers and boundaries more surely than does the bayonet or ballot box.

Our recently attained international status focuses attention on understanding and spiritual fellowship which must become glowing realities if our Society is to gain the summit which is promised by its growth and vitality. Surely music has a unique contribution to make to this very goal.

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## Progress

**Josephine Irby Lester**

The modern world claims many victories

In letters, science, great discoveries,

Yet has not vanquished doubt, nor hate, nor fear,

While wars are fought and rumored far and near,

But long ago—almost two thousand years—

We heard the formula to banish tears!

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**Berneta  
Minkwitz**

## *With Gratitude*

CHANGES come with the passing of time and the expanding of services at the international headquarters as elsewhere. For twenty-four years Miss Berneta Minkwitz has been identified with the finances of The Delta Kappa Gamma Society. She succeeded Miss Ray King, the first national treasurer, who served efficiently four years.

At the National Convention in New Orleans, Louisiana, June 10, 1933, Miss Minkwitz was elected national treasurer with the understanding that she was to assume her

duties on October 1, 1933. For the next fourteen years she continued to teach in Fort Worth, Texas and manage the finances of Delta Kappa Gamma.

FOR this work Miss Minkwitz had had splendid preparation. She had been among the charter members of Delta Chapter; she had handled the funds of Alpha State Organization from 1930-1933.

As the membership of the Society increased, the program of activities broadened and the task of looking after the scholarship, permanent and

available funds of the Society made heavy demands upon headquarters, it became apparent that the duties of the financial officer had grown to full-time dimensions. By Convention action in San Francisco, 1946, the revised *Constitution* stipulated that the treasurer "shall be an employed member of the headquarters staff." In compliance with this action, Miss Minkwitz moved to Austin to begin work July 1, 1947. There she resided until she retired August 1, 1957 and left for her new home in Portland, Oregon.

Born at Brenham, Texas and educated in the public schools of the state, Miss Minkwitz chose the career of a teacher. She received the B.A. and M.A. degrees from the University of Texas. Her first teaching was in the rural schools; but after five years she joined the faculty of the Port Arthur High School as an English instructor. Seven years later she accepted a position in Fort Worth, where she taught mathematics for 25 years.

HER success in teaching was matched with her devotion to Delta Kappa Gamma. In 1938 she was voted the national Achievement Award. Members who attended the yearly and biennial conventions (national and international) knew that the treasurer would give her report in person, for Miss Minkwitz participated in every convention except the one in Denver. As a member of the National Planning Committee, the Administrative Board, international Executive Board and Awards Committee, as a consultant to the international Committee on Finance, she played a distinguished role.

For Miss Minkwitz's unflagging service over the years, The Delta Kappa Gamma Society is deeply grateful. It is the hope of her friends that in retirement she will find real pleasure and satisfaction "in painting and hammering, in raising vegetables and flowers."

—Eunah Temple Holden

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## Mountain Yard

Irene Murphy

Rugged pines outspread a canopy above us.  
Perennial asters cluster at our door.  
Squirrels and chipmunks frolic with us.  
The road winds past us to implore  
That we rise with it to command  
The slopes and aspen-shadowed knolls.

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# THE ACHIEVEMENT AWARD To Dr. Mildred English . . .

- Educator
- Administrator
- Speaker
- Consultant

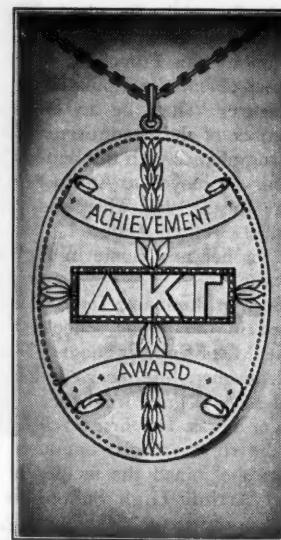
By Margaret Boyd

Presented at  
Southeast Regional Conference  
Hot Springs, Arkansas  
August 9, 1957

EACH year The Delta Kappa Gamma Society pays honor to one of its members who has given distinctive service to our Society. The symbol of this honor is a gold pendant termed the Achievement Award. This pendant represents the high regard and the esteem felt by all members for that person who has served, with abounding energy and with great vision, to uphold the ideals and advance the purposes of our organization.

This year we pay tribute to one whose standards and ideals are of the highest possible for human achievement. Because her greatest concern has been to help children to live with reasonable happiness and creativity, she has made each place where she has served a good place to live and work.

SHE has rendered notable service to the cause of education as a teacher,



herself, and as an administrator responsible for the preparation of teachers. In her personal relationships she has expressed a sympathetic warmth of feeling, a friendliness of attitude and a deep concern for the happiness of others which has endeared her to all.

Today a scholarship, bearing her name, is awarded to an outstanding high school graduate who is preparing for teaching at the college which she so dearly loves.

This member is honored for her long record of service to Delta Kappa Gamma. As a state founder in two states, as a state president, member of the Administrative Board, chair-

man of the national Committee on constitution and the international panel of judges for the 1958 Educator's Award, she has helped to chart the course of our Society.

HER close contact with all movements of importance in American education have made her so well known that, in 1946, she was asked to work in Berlin on the United States program for the re-direction of German education. Later she returned to Germany to assist the High Commission in the transition from military to civilian control and finally to work with German teachers as they planned their own educational system. Probably no other person has exerted a greater influence on present

German elementary education than has this member whom we honor tonight.

As a speaker on international relations before many educational, civic and religious groups, as a consultant to colleges, to educational associations and at instructional conferences, she has brought great inspiration and a wealth of information to teachers both here and abroad.

Courageous in action, generous to every worthy cause, gentle and kind to children, outstanding in her services to education, devoted to Delta Kappa Gamma—these phrases truly describe Dr. Mildred English, the recipient of the 1957 Achievement Award.

## Leadership: Your Challenge

**Elizabeth E. Marshall**

Excerpts from a speech delivered at  
Northeast Regional Conference

RECENTLY a Chicago newspaper headlined a question, "Why Do Teachers Quit?"

Why, indeed? Teachers themselves, better than all others, know the answers to that question, and it is a challenge to Delta Kappa Gamma leadership, not only to pinpoint the answers but also to provide suggested solutions through a concerted ACTION program. Since one of our objects is to protect the professional interests of women in education, and another, to initiate and develop a continuous program of teacher welfare designed to improve the eco-

nomic, social and political status of women, we, as members, are obligated to work toward building a better profession . . . to make teaching the respected calling it must be . . .

Teaching is what you and I, the teachers, make it. You and I can make it Operation Stature, to attract and hold desirable colleagues by conveying attitudes as much as by conveying information. With the increasing need for capable teachers, recruiting and retention are jobs that every teacher can do for the good of her profession and society, of which

she is a part. . . .

YOU can be that needed, effective force. You can be a contributing factor in the reason a teacher stays in or leaves the profession. Your friendly guidance can reassure and strengthen the confidence of the sincere, able teacher we want to hold . . . the prospective teacher . . . the teacher novice . . . the fellow teacher in service . . . the teacher veteran. . . .

If we sincerely wish to serve all children, we can do it best through teacher improvement. Just as we work for security and adequacy for every child, so also must we work for security and adequacy for our teachers. *The best education for children is provided when those engaged in it work as a happy, compatible, cooperative team. . . .*

Teachers who have talents, skills and abilities must exercise and share their capabilities. Such sharing is your leadership challenge. Teachers of today cannot be content in being classroom citizens alone; increasingly, they must accept the obligations associated with professional fellowship. As this practice grows, the collective influence of the good teacher can become a powerful force for progressive teaching and democratic administration. . . .

THINK for a moment of the teachers on your faculty. Are their emotional needs being fulfilled? Do they all have the affection and understanding of their co-workers . . . a sense of real belonging? Is there a happy, cooperative atmosphere in your school, with evidence of friendship and interest in each other's

achievements? . . .

Social approval is evident where there is genuine praise for effort and accomplishment—gracious commendation, generous admiration, credit given where these are earned. The apparent confidence of her principal and supervisors gives the teacher a needed self-esteem and pride. She feels worthwhile—she knows she matters to her students, to her school and to the community. This teacher is the fortunate teacher, for she knows she is wanted—needed—appreciated. She is happy in her work. . . .

Perhaps the question "Why Do Teachers Quit?" should be rephrased to read, "Why Isn't Teaching a Happier Profession?" What are the hazards to this happiness? Here are some that have been reported to me through some of the surveys conducted throughout several states in the Midwest. Are they true of your situation? . . .

DO strong cliques of so-called "old-timers" rule out the newcomers—look with disfavor on new trends and developments? Is there a lonely teacher in your school—one who is left out of your group activities? Is there an over-perfectionist, the so-so-SO superior teacher who must do simply everything because she alone can do it as it should be done and oh so sweetly destroys initiative, interest and incentive for her associates?

Is there a Principal's Pet, who attends all the professional meetings while the rest of you take her classes time and time again and like Cinderella never are invited to the ball?

Is it true that in your system

there could possibly be a principal, supervisor, or superintendent who might aptly be described as dictatorial—opinionated—domineering? Do teachers have a voice in curriculum-building in your system—in shaping policies—philosophies of education? . . .

Is it true that fields of specialization are being by-passed and discouraged? Are there continual shake-ups which harmfully affect students and teachers? Have you a disgruntled teacher who cannot bear genuine teacher enthusiasm, who, seeing another teacher enjoy doing something extra, says, "Say! What're you trying to do . . . show up the rest of us?" . . .

A SURVEY conducted solely among men in education and allied fields, entitled "The Ladies, Bless 'Em or Blast 'Em" brought forth these interesting comments:

"Many educators are agreed that a woman in the field has to be twice as smart and work twice as hard as a man in a similar position to be considered for promotion."

"Women teachers are outstanding examples of industry and loyalty."

"Brains have no sex. There is very little difference between men and women when it comes to intelligence and ability."

(Here is a prize admission) "We men would be lost without the help of our women teachers. They actually do most of the work, and we men take the credit."

"Whether the result of family and home contacts, or other interests, the woman educator is more understanding of children."

Now in contrast: "Women teachers have a tendency to take on authority which is not part of their jobs. They become experts over night on matters about which they know least." . . .

Other men ask us "Please don't resent authority; don't encroach on your superior's job and tell him how to run the system!"

"Please don't constantly throw up blocks to dampen the enthusiasm of others. Just once, please, say 'I think it's a wonderful idea!'"

"Women need to be praised more than men. The woman educator needs to know she is on the right track. Men don't seem to care so much as long as they have the job!"

"We men take our moods home . . . that's bad; but the ladies bring them to work with them . . . that's worse!" . . .

THE time has come when we might well provide guidance and counseling for teachers—adjustment centers, if you will—where capable, experienced and respected teachers will share their experience, offering impartial and sound advice to individual teachers seeking this help. Thus we can work to save the good teacher and to dispel discouragement, where it exists, by sharing her professional problems, helping her to be resilient and to distinguish between her temporary mistakes and her permanent values. . . .

Who will the consultant be? You and others like you, in service or retired—high caliber people, held in high esteem by fellow teachers—willing to help and devoted to the profession. Now is the time, and

yours is this challenge for leadership....

Believe me, you are needed. Your approach to life must be based on something higher than your own

interest. Sharing will build your strength. To the extent that you serve—to that extent alone can you rise and no other.

## We Grow - - -

**Dr. Clara Cockerille**

*Excerpts from a speech delivered at  
Northeast Regional Conference*

**I**N KEEPING with the conference theme, "We Grow in Fellowship," I want to consider with you this word *grow*. One of the miracles of our world is growth. We do not understand it, but we accept it. We see the end product, marvel at it and say "a miracle!" The handful of dry seeds never indicates that from these seeds will come beautiful flowers. We ourselves are not conscious of growth, but suddenly we look in the mirror and see the raven locks are sprinkled with gray, the fourteen inch waist has become sixteen inches! In school we never really see our children grow and yet we hardly know them at the senior banquet. . . .

The power to grow and to become is one of the real mysteries of life. We desire growth, but when it comes we greet it with mixed feelings because with growth comes change. . . .

We want our children to grow and yet we don't. We coax and coax the baby to say its first word, and later we wonder if it will ever stop talking. We teach them to walk, then wonder if they will ever come home; we encourage them to ask questions, then despair that they will ever be satisfied. We encourage growth until it inconveniences us; then we want

to stop it. . . .

THIS principle of growth and change underlies one of the problems we face in American Education. Education is growing and changing, and yet we meet with the outcry to keep it the same. Yes, even teachers sometimes join in it. When we have all the children of all the people instead of a few children of a few people, we can't pay for them the way we used to, nor can we house them in the rooms we used to have. Armed with new laws and crews of truant officers we corralled them all into our schools, and now we have the biggest enrollment in the history of our country. With this growth must come a change in our ways of education. . . .

In Delta Kappa Gamma we, too, are faced with this problem of growth. Do we want it really? Yes, of course we do. Not to have it would be tragic; for when we cease to grow, we cease to live. We cannot grow in just one way, however, and if we really want growth we must realize what happens if we have it. . . .

If we in Delta Kappa Gamma are to grow, we must be prepared to accept change. As we grow in size, our chapters will not be as intimately small; we may not be able to

meet in our homes; we may not recognize every single member of the chapter immediately, and we must accept the fact that there may sometimes be a key woman in our chapter whom we personally don't like. . . .

With this growth will come a change in appearance. The songs, the ceremonials, will not be the same; the leadership program will tend to vary from the old. . . .

BECAUSE we will also change in personality, there will be new enthusiasms, and old enthusiasms will be disregarded. This discarding of old interests for new will be one of the hardest changes; yet it is one most essential to growth. . . .

With growth our change in outlook will widen to take in new pur-

poses and these changes will be reflected in constitutional revisions, and increased research. . . .

Though we grow and though we change, our basic characteristics, loyalties and beliefs will not; they will continue to be the foundation of an organization committed to the establishment of women in education, nourished by fellowship, and symbolized by growth. . . .

We adults quote our ages as "just passed thirty", but have you ever noticed that children, with their bright eyes on the future, will say, "I'm going on nine!" And so, on this our birthday celebration, I say proudly to my fellow Delta Kappa Gammas, "We're twenty-eight years old and GOING ON!"

## The World We Want

**Dr. Mildred English**

*Excerpts from a speech delivered at  
Southeast Regional Conference*

THERE is a steadily increasing consciousness that whatever anyone may wish or think about it, all nations are bound inseparably together. The world is like a drum—beat it any place and it resounds all over. . . . Delta Kappa Gamma members must lead the way in building a bridge of understanding between our country and other countries through education. . . .

The world's greatest need for the next 100 years will be brain power rather than raw materials. . . . In this period of change it is essential to learn to distinguish broad deep currents of change and to leave off those

things that seem so impressive today, but tomorrow will not be important. . . .

A group of scientists when asked "What does the future hold in store for us?" gave their conclusion: "Only by making greater use of the greater skill and brain power of women will we be able to maintain our momentum." . . .

Women educators have a responsibility to lead the way to achieving world betterment, and each individual in Delta Kappa Gamma can do something, beginning where she is. . . .

## We Grow in Fellowship

Frances Finley

Excerpts from a speech delivered at  
Southeast Regional Conference

NO INDIVIDUAL ever develops into his true personality from forces found only within himself. . . . We grow only if we grow outward into living vibrant fellowship with one another. . . .

Since this making of relationships is endless, we are grateful to our Founders for giving us our Society, Delta Kappa Gamma, which affords us limitless opportunities as teachers, as citizens, and as members of our organization to grow consistently in fellowship. . . .

IT is natural that we think first of our growth in fellowship as teachers. An important job before us is the day-by-day instruction of our pupils, teaching them, by means of different subjects, the four arts of communication—speaking, writing, reading and listening—in our common effort to make education really functional and to free our pupils' minds and spirits for the realization of a truly worthwhile purpose. . . .

Important as is our common emphasis on our pupils' mental and social development, even more important is our desire to help them spiritually, particularly in this time of severe tension. . . . The most satisfying result of our efforts to achieve these accomplishments will be our growth in fellowship with our students. . . .

Our devotion to our desire to grow in fellowship as teachers does not preclude our responsibility to grow

in fellowship as citizens if we are to feel that we are really worthy members of our communities. . . . We must welcome opportunities to participate in activities with the other members of our communities, thus growing in true fellowship as citizens. . . .

IN our relationships as Delta Kappa Gamma members, we know that there are many opportunities in our committee work for us to plan together, to learn to know one another well and to grow both in service and through service. (Examples of work on teacher welfare and morale, selective recruitment, public relations and study coupled with action followed). . . .

This fellowship, so meaningful to us, must be an ever-expanding one. Our program focus for the last year, "To Unite Women Educators of the World in a Genuine Spiritual Fellowship," ever reminds us of this relationship. . . .

We embrace an optimistic belief a la Robert Browning that "the best is yet to be," because all of us hold sacred in our hearts not only the past accomplishments of our Society but also its potentialities for developing conccretely a well-informed, co-operating membership; carrying out projects of inestimable value to education and to the welfare of women educators; holding fast to the belief that beauty, goodness, truth are life's final and unchangeable realities.

## What Values Are of Most Worth?

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**Norma Smith Bristow**

Excerpts from a speech delivered at  
Southeast Regional Conference

**E**DUCATION moved into a new phase in 1950. . . . The development of a sense of values in constructive living is a MUST to offset the trend many have of seeking thrills in destructive practices. . . .

Research must be pushed to bring about the education of the gifted, the retarded and the maladjusted child. . . .

Greater skills will be demanded of teachers and administrators in the future. . . .

We have had many changes in the organization (Delta Kappa Gamma) but its identity has been retained. It

is a society unique in its purposes to develop leadership among women teachers and to aid in providing equal opportunities in education for all children. . . .

Among problems which face the Society are these: popularizing the idea of professional growth, studying possibilities in merit rating of teachers, considering possibilities offered through 12 months school years. . . .

We as teachers must not let the scientific age dwarf our vision—we must think forward courageously and move forward intelligently. . . .

## Reaching the Mountain Top: A Meditation

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**Birdella Ross**

Excerpts from a speech delivered at  
Northwest Regional Conference

**H**ow often have men lifted up their eyes unto the hills! Mountains have always represented the zenith of aspiration, the pinnacle toward which one strove to reach the well-nigh unattainable.

Mountains have been a part of me since my early childhood when, from the age of four, I spent summers in the foothills of the Alleghenies. I can remember running away toward them across a field of daisies and through the thickly growing wild forget-me-nots, across the swinging bridge that spanned the head waters of the Allegheny River and on up

the mountainside before someone caught up with me and brought me back.

After that for me came the Swiss Alps, then the White Mountains and the Green Mountains of New England, the Laurentians, the Blue Ridge Mountains, the Rockies, the Telemarkens in Norway, the Big Horns, Mauna Loa and Mauna Kea and now, again, the Grand Tetons.

You have watched them as I have done, sometimes awesome, sometimes friendly; sometimes clear and light, sometimes drab and shadowed; sometimes tall and foreboding, some-

times close and beckoning.... What physical demands they have made! Consider those six men who, alone in the world, have seen the view from the summit of Mt. Everest. Those intrepid climbers built strength before they undertook their climb....

Perhaps as a group we know more than any other about the supreme effort of reaching the mountain tops of our aspirations. We have come upon the stony places with their

doubts and fears. We have come face to face with sheer unsurmountable rock in our knotty problems. We have crossed deep crevices in the gloom of our depression when we thought we had failed. Full well we recognize the need for stamina.... We too have known the joy of reaching pinnacles of attainment, of seeing the glorious view from our mountain tops....

## Why Should Your Fellowship a Trouble Be?

**Lillian Schmidt**

*Excerpts from a speech delivered at  
Northwest Regional Conference*

**W**E WILL learn... many ways in which to "grow in fellowship". ... First, there is *service*. Delta Kappa Gamma does have service projects. We give of our means, our dollars to CARE to send packages to teachers in other lands and to provide funds for short refresher courses for them. We provide scholarships—but we could do MORE....

Then there is *appreciation of other cultures and problems*.... If we will take the time to study the cultures, background and problems of the people with whom we come in contact and especially the teachers who come to us from other countries or with whom we share our gifts, we too will grow in fellowship....

Another means of increasing fellowship is through *common bonds and interests*. As teachers we do have many common problems arising from the classroom, yet many times our in-

terests vary greatly or at least seem to do so. Do we need to give some thought to each other's interests and problems? ... Why not share our special interests through exhibits, panels and talks in our chapter meetings....

Sir John Davies, the English poet, wrote,

Why should your fellowship  
a trouble be  
Since man's chief pleasure is  
Society?

William Morris said "Fellowship is life and lack of fellowship is death...."

Let us pledge to ourselves now that... we will value and appreciate the fellowship that is ours, that we will strive to grow in fellowship in the future because fellowship is life both for the individual and for our Society....

## Our Hands Reach Out

Margaret Boyd

Excerpts from a speech delivered at  
Southwest Regional Conference

WE ARE pledged to unite women educators in the bonds of fellowship. This is a bond of 60,000 women teachers whose lives are enriched by the experience afforded in this Society. We, in turn, are reaching into the lives of hundreds of thousands of children whose lives are being influenced by us. . . .

Our hands reach out—they reach out to mothers who desire our help. They reach out to children who are seeking aid. . . .

OUR hands reach out to children who are just starting to school. We see them develop a feeling of belongingness. Our lives must be attractive so our help may be sought in making choices. What a thrill we receive as we see the light dawn in the eyes of a child when he comprehends what we have been teaching and as we sense that through us a new intellect is awakening. . . .

This reaching out in friendship cannot stop with our own land and our own children alone; it must be world-wide. To reach out we must understand; to understand we must be informed. The exchange program, which is available at all levels of modern life, is a tool for developing better understanding of people of all nations. For us, it is an opportunity to dispel the misunderstandings and half truths. The interpretation we put upon facts is vital. All of the world is our frontier, thus world ten-

sions become in turn our problems. . . .

Another reaching out has been through Delta Kappa Gamma scholarships to students from overseas. The value of these awards has been reflected in letters written by these women telling of the work they are doing. The gifts to Korea have brought in return a warm-hearted expression of love from teachers and have established an impregnable fortress in the hearts of students. . . .

WE must strive for universal understanding through non-conditional friendships. Paths of understanding cannot be one-way streets. We must learn of other cultures as well as help others learn of ours. . . .

Now is the time for evaluation—the time to assess our accomplishments and contributions. Let us look at the history of Delta Kappa Gamma. We are now 28 years old. There have been periods of sunshine and periods of shade. Our development is comparable to that of a mountain climber—sometimes wearied by the climb, but cheered and refreshed when a rest station is reached. . . .

The program of Delta Kappa Gamma grows and prospers because we will it so. If we want to continue an active, challenging program, it must be routed from you. Our program is what each of your chapters make it. . . .

## Introducing --

AT THE international headquarters in Austin, Texas two new members of the executive staff are intent upon their work—eager to perpetuate sound practices, ready to adopt modern ideas, responsive to their obligations to the total membership of the Society.

On July 1, 1957, Mrs. Gladys E. Johnson of Little Rock, Arkansas became the third treasurer of The Delta Kappa Gamma Society. She brought to her duties a rich background of training along business lines and many years of successful experience in the work of the Society.

In her undergraduate and graduate study, Mrs. Johnson majored in business, earning an A.B. at Henderson State College, Arkansas, and an A.M. at George Peabody College for Teachers, Nashville, Tennessee. Later she did additional graduate work at the University of Texas.

During her twenty-five years' experience in the profession, she taught in Southern State College, Magnolia, Arkansas; at Georgia Teachers College, Statesboro, Georgia, and in high schools at Hamburg, Osceola and Little Rock, Arkansas. Mrs. Johnson is serving her seventh year on the board of the Southern Business Education Association, having been its first and second vice-president as well as president (1956).

Her record in Delta Kappa Gamma is indeed distinguished. She was chosen president of Gamma Chapter and of Kappa State Organization, state treasurer for six years



**Gladys Estes Johnson  
Treasurer**

## New Members of Ex

and state executive secretary for four years. In recognition of her enthusiastic leadership she was voted the Kappa State Achievement Award in 1954. On the national level Mrs. Johnson was chairman of the Committee on World and Community Service (1950-1952).

The new editor, Miss Helen E. Hinshaw of Hobart, Indiana, is now responsible for the *Bulletin* and *News* along with the management of the mailing list and related duties. She will provide a new look and outlook to these publications. Cooperating with the International Committee on Publications, she also plans to furnish



**Helen E. Hinshaw**  
**Editor**

## of Executive Staff

assistance to state publication committees.

Journalistic pursuits have occupied her thought for many years. Following her study at Ball State Teachers College, Muncie, Indiana where she received the B.S. and M.A. in Education degrees Miss Hinshaw taught 21 years. Fifteen of these were spent in the fields of English and journalism in the secondary school at Hobart, following positions at Veedersburg and Union City, Indiana. During the summers of 1955 and 1956 she was an instructor in the High School Journalism Institute of the University of Indiana at Bloomington.

**By Eunah Temple Holden**

Her high standing in her chosen field is evident from her having been selected as president of the Indiana High School Press Association, state director of the National Association of Journalism and an associate member of the honor society for women in journalism, Theta Sigma Phi. She also served as president of the Hobart Classroom Teachers Association.

Miss Hinshaw's activities in Delta Kappa Gamma in Indiana are reflected in the positions held: president and recording secretary of Rho Chapter, recording secretary of Alpha Epsilon State Organization, chairman of the state Publications Committee and editor of the "Hoosier Newslette."

Mrs. Johnson and Miss Hinshaw are rapidly adjusting to life in Austin. They have joined the University Methodist Church and transferred to Alpha Chapter of Alpha State. Both possess outgoing personalities; both enjoy forming new friendships in their Texas environment.

We of the headquarters staff are happy to welcome these charming, capable persons who have already demonstrated their earnest desire to become an integral part of the working unit servicing The Delta Kappa Gamma Society. It takes time to gain experience at the international level in this office; but we firmly believe that both Mrs. Johnson and Miss Hinshaw are dedicated to giving serious thought to each detail. They recognize that "small sands make the mountain, moments make the year, and trifles, life."



----- Margaret Boyd

Nor long ago we were in Hawaii, enjoying the deep, strong charm of the islands, the balmy air which seemed always blowing, the sound of the surf, the palms, the mountain summits; enjoying most of all the friendliness of the people and the magic fellowship of Delta Kappa Gamma. In late June, we enjoyed the natural beauty, the rugged pines, the snow capped summits of the Tetons, enjoyed most of all the fun, the fellowship and the "fundamentals" of that conference of the Northwest Region.

This issue of the *Bulletin* will carry reports from all the four regional conferences. There will be other articles which report our first year of work together. I know that you will read these with the same pride that is mine. Many activities, much good work has not been reported, but we know that in schools and communities throughout our nation the results of the labor of Delta Kappa Gamma members can plainly be seen.

**CHAPTER PRESIDENTS:** As you read this, refer to the past four issues of the *Bulletin* and the past issues of the *News*, as they outline current topics, committee plans and growth within our Society. Expansion is one of the very important goals for the coming year. Retention of members, division of chapters, addition of new chapters will receive particular attention this year. To build wisely for the future we must also study the legislative needs of education; we must believe in this program and we must exert ourselves to promote it.

**PROGRAM PLANNERS:** As you carry out this winter's program, make use of the services of our own organization. Study the *Program Manual* for suggestions and material. Call on your state and international officers and committee chairmen for assistance in their special fields. Give attention to the program focus for 1957-58, "Professional Growth: Living a Productive Life." Fashion

your program to enlarge the vision of our members, to open to us new avenues for worthwhile activities, to use our special talents and to train our members for leadership.

Recent studies have shown three influences in a child's life which have the greatest carry-over to his adult days (1) peer friendships—friendships among children of his own age group, (2) the character of an elementary school teacher, (3) the atmosphere of his home. Certainly the first two are our concerns. We can help children make friendships which will be influential for good throughout their lives, we can work for schools staffed by good, well paid teachers of sterling character.

Returning from Honolulu, that mecca for international visitors, it is natural that we will this year value our international friendships as never before. We will all wish to know personally every teacher from another country who visits our campus, teaches in our school, or comes to our community. We will wish to learn from them the status of women in their countries, to ask questions freely concerning their way of life, their schools, their child care, their welfare work, their government. We shall appreciate that, in spite of differences of custom, differences in political views, differences in faiths, differences in language, we are at one in our desire to serve children.

We believe firmly that the propaganda of Communism against the United States can most effectively be fought by peoples of other nations knowing the true spirit of America. For this, what is better than to meet these women who visit our land, bring them into our homes, let them see how we live and work together, let them go home with the firm knowledge that the people of America want peace and good will.

We believe it has been a good year in Delta Kappa Gamma. It will be an even better year to come. However, progress is not automatic. Our organization will grow and prosper because we ourselves wish that this should be and because we take the right steps to make it true. The torch of Delta Kappa Gamma will be passed on this year, not by accident but by the sustained efforts of all.

Even as our conference days have been days of joy, of laughter, of sharing plans, of growing in fellowship, may this year be a year of great challenge and great opportunity.

## Annual Report of International Treasurer

JULY 1, 1956 THROUGH JUNE 30, 1957

### RECEIPTS

Initiation fees .....	\$ 12,360.00
Dues .....	163,385.48
Fees for honorary members .....	2,667.00
Balfour Ad in Bulletin .....	500.00
Supplies .....	9,362.25
Interest .....	500.25
Penalties .....	841.40
Scholarship Fund .....	20,314.00
Building Fund .....	415.78
Emergency Fund .....	105.00
Permanent Fund .....	30.00
Overpayments and refunds .....	2,462.44
Miscellaneous .....	<u>3,018.80</u>
Total .....	\$216,627.89
Balance July 1, 1956 .....	\$ 37,558.38

### DISBURSEMENTS

Publications .....	\$ 49,798.53
Meetings .....	14,294.85
Headquarters .....	6,348.06
Printing and Supplies .....	10,070.28
Travel .....	5,579.32
Committees .....	2,192.14
Salaries Paid .....	25,354.92
Retirement .....	3,124.30
Special Funds .....	56,819.71
Capital Outlay .....	2,320.80
Miscellaneous .....	<u>10,315.01</u>
Total .....	\$186,217.92
Balance July 1, 1957 .....	\$ 67,968.35

BREAKDOWN OF RECEIPTS AND DISBURSEMENTS  
IN VARIOUS FUNDS

JULY 1, 1956 THROUGH JUNE 30, 1957

RECEIPTS

AVAILABLE FUND

Initiation Fee .....	\$ 11,124.00
Dues .....	147,046.94
Fees for honorary members .....	2,667.00
Bulletin advertisement .....	500.00
Supplies .....	9,362.25
Interest .....	500.00
Penalties .....	841.40
Overpayments and refunds .....	2,462.44
From New Orleans Convention .....	3,001.05
Miscellaneous .....	17.75
Balance July 1, 1956 .....	<u>16,446.25 \$193,969.33</u>

SCHOLARSHIP FUND

Fees .....	\$ 12,257.45
Interest .....	4,744.15
Balfour Royalty .....	2,236.50
Sale of Song Books .....	1,075.90
Balance July 1, 1956 .....	<u>13,919.99 \$ 34,233.99</u>

PERMANENT FUND

Initiation Fees .....	\$ 1,236.00
Dues .....	16,338.54
Sale of equipment .....	30.00
Balance July 1, 1956 .....	<u>3,163.54 \$ 20,768.08</u>

EDUCATORS AWARD FUND

Interest .....	\$ 665.49
Balance July 1, 1956 .....	<u>3,179.86 \$ 3,845.35</u>

BUILDING FUND .....

\$ 415.78

EMERGENCY FUND

At New Orleans .....	\$ 105.00
Balance July 1, 1956 .....	<u>848.74 \$ 953.74</u>
TOTAL .....	<u>\$254,186.27</u>

## DISBURSEMENTS

## AVAILABLE FUND

Publications .....	\$ 49,798.53
Meetings .....	14,294.85
Printing and Supplies .....	10,070.28
Headquarters	
Salaries Paid .....	\$25,354.92
Postage .....	2,650.00
Utilities .....	2,657.80
Insurance .....	307.07
Service, repairs, etc. ....	<u>283.92     31,253.51</u>
Internal Revenue Service	
Income Tax Withheld .....	3,926.60
Social Security Withheld and matched .....	<u>1,120.57     5,047.17</u>
Taxes	
Property .....	1,456.45
Unemployment .....	<u>893.43     2,349.88</u>
Retirement .....	3,124.30
Travel .....	5,579.32
President's Office	
Budget .....	1,500.00
Refunds .....	<u>187.52     1,687.52</u>
Committees .....	2,192.14
Capital Outlay .....	2,320.80
Miscellaneous	
Refunds .....	835.60
Surety Bond .....	125.00
Audit of 1955-56 accounts .....	125.00
Retirement advanced .....	300.00
W.O.T.P. Dues .....	25.00
Express on files .....	33.27
New Brunswick Organization .....	<u>236.04     1,879.91     \$129,398.21</u>

## SCHOLARSHIP FUND

Stipends .....	\$ 8,500.00
Surety Bond .....	62.50
Committee Expense .....	209.98
Investment Bonds .....	24,149.10
Song Books .....	<u>1,028.82     \$ 33,950.40</u>

## PERMANENT FUND

Equipment .....	\$ 2,151.16
Screen for foyer .....	149.60
Banner .....	60.94
Power Mower .....	99.95
Surety Bond .....	62.50
Investment Bonds .....	<u>16,934.38     \$ 19,458.53</u>

## EDUCATORS AWARD FUND

Award at New Orleans .....	\$ 1,000.00
Investment Bonds .....	<u>2,000.00</u>
	\$ 3,000.00

## BUILDING FUND

Transfer to special account .....	\$ 410.78
<b>TOTAL</b> .....	<u>\$186,217.92</u>

## BALANCE JULY 1, 1957

AVAILABLE FUND .....	\$64,571.12
SCHOLARSHIP FUND .....	283.59
PERMANENT FUND .....	1,309.55
EMERGENCY FUND .....	953.74
EDUCATORS AWARD FUND .....	845.35
BUILDING FUND .....	<u>5.00</u>
<b>TOTAL</b> .....	<u>\$67,968.35</u>

## NET WORTH JUNE 30, 1957

## BUILDING FUND

Cash in special account	= \$ 6,340.36
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## SILVER ANNIVERSARY SCHOLARSHIP FUND

Cash in special account	= \$ 315.50
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## PERMANENT FUND

Bonds, \$26,000.00 + Cash, \$1,572.05 in regular account and meter deposits	= \$ 27,572.05
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## SCHOLARSHIP FUND

Bonds, \$183,000.00 + Cash, \$283.59 in regular account	= \$183,283.59
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## EDUCATORS AWARD FUND

Bonds, \$23,000.00 + Cash, \$845.35 in regular account	= \$ 23,845.35
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## RETIREMENT FUND

Cash in Savings Account	= \$ 15,643.88
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## LAND, BUILDING, FURNITURE, EQUIPMENT

= \$213,451.14
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## EMERGENCY FUND

= \$ 953.74
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## AVAILABLE FUND

Cash	= \$ 64,571.73
<b>TOTAL</b>	<u>= \$535,976.73</u>



*To live in hearts one leaves behind*

*Is not to die*

#### **Alabama**

Mrs. Alma T. Morgan, Alpha Theta Chapter, March 6, 1957, Geraldine

#### **Colorado**

Mrs. Florence Riechers, Sigma Chapter, July 28, 1957, Hillrose

#### **Arkansas**

Miss Juanita Campbell, Theta Chapter, January 5, 1957, Conway

#### **Florida**

Baroness Ruth R. DeLuze, Zeta Chapter, September, 1956, Sarasota

#### **California**

Miss Verna V. Strader, Iota Chapter, April 18, 1957, Sacramento

Mrs. Birdie Tedder, Nu Chapter, March, 1957, Live Oak

#### **Georgia**

Mrs. Eva Thornton, Alpha Chapter, August 30, 1956, College Park

Mrs. Edith R. Killian, Delta Chapter, June 15, 1956, Macon

Mrs. Bessie May Macy, Delta Chapter, March 2, 1957, Macon

Miss Leatrice Foreman, Pi Chapter, May 21, 1957, Tifton

Miss Alma Suttles, Alpha Nu Chapter, February 8, 1957, Atlanta

#### **Idaho**

Mrs. Sarah Spedden, Epsilon Chapter, May 22, 1957, Clarkston, Washington

Mrs. Carol D. Bates, Omega Chapter, Los Angeles

Miss Euphemia S. Buswell, Alpha Sigma Chapter, June 22, 1957, Palo Alto

Miss Sara D. Harker, Alpha Sigma Chapter, April 25, 1956, Palo Alto

Mrs. Ester Fisk, Beta Pi Chapter, December 3, 1956, Sacramento

Miss Minnie Joice, Gamma Psi Chapter, November 21, 1956, San Jose

Miss Margaret Sweet, Epsilon Chapter and Alpha Nu State Honorary, December 2, 1956, Lewiston

Mrs. Inez Stevens Thomas, Epsilon Chapter, March 30, 1957, Lewiston

### Illinois

Miss Marguerite A. O'Malley, Kappa Chapter, April 1, 1957, Chicago

Miss Amelia Traenkenschuh, Mu Chapter, May 3, 1957, Rock Island

Miss Ada Smith, Xi Chapter, October 21, 1956, Urbana

Miss Myrtle Renwick Heer, Pi Chapter, July 17, 1957, Galena

Mrs. Grace Gordon Wilson, Alpha Kappa Chapter, August 7, 1957, Fort Lauderdale, Florida

### Indiana

Miss Anna Ruth Reade, Beta Chapter, June 10, 1957, Indianapolis

Mrs. Verta J. Jones, Delta Chapter, March 22, 1957, Brazil

Mrs. Hazel Dodge Turman, Delta Chapter, April 5, 1957, Terre Haute

Miss Edith A. Lind, Xi Chapter, August 3, 1957, Sandborn

Miss Ora Mitchell, Xi Chapter, July 9, 1957, Jasonville

Mrs. Ruth Olson, Alpha Gamma Chapter, May 17, 1957, Winamac

### Iowa

Miss Grace Findlay, Upsilon State, September, 1956, Ottumwa

Miss June Chidester, Nu Chapter, May 26, 1957, Fairfield

Miss Bethana McCandless, Alpha Alpha Chapter, August 23, 1956, Grinnell

### Kansas

Mrs. Lucile Flickinger, Alpha Chapter, January 31, 1957, Hays

Mrs. Ethel Miller, Beta Chapter, March 31, 1957, Ulysses

Miss Harriet Carolyn Baenen, Kappa Chapter, May 13, 1956, Wichita

Miss Pearl Kensler, Kappa Chapter, June 1, 1957, Wichita

Miss Quinella Webb, Kappa Chapter, July 1, 1957, Wichita

Miss Laura M. French, Phi Chapter, February 28, 1957, Emporia

### Louisiana

Mrs. Sallie Graham Humble, Eta Chapter, February 21, 1957, Monroe

Miss Helen Willis, Omicron Chapter, May 22, 1957, Hammond

Miss Madeleine Oldenburg, Alpha Theta Chapter, June 21, 1957, Metairie

### Maine

Miss Florence L. Jenkins, Beta Chapter, April 23, 1957, Falmouth

### Maryland

Miss Hazel Fogle, Epsilon Chapter, March 5, 1957, Annapolis

### Michigan

Miss E. Lucille Brown, Xi Chapter, August, 1956, Flint

Miss Gertrude Bates Prindle, Upsilon Chapter, June 3, 1957, Charlotte

### Missouri

Miss May O'Connell, Alpha Chapter, April 11, 1957, Kansas City

Miss Minnie Irons, Beta Chapter, June 17, 1957, Rockford, Illinois

Miss Henrietta Crotty, Gamma Chapter, March 23, 1957, Joplin

Miss Rebecca Watts, Theta Chapter, April 23, 1957, Fredericktown

Mrs. Clyde Vaughn, Xi Chapter, Willow Springs

**Montana**

Mrs. Mary M. Atwater, Alpha Mu State Honorary, September 5, 1956, Boulder

Miss Emma M. Alcorn, Gamma Chapter, April 24, 1957, Billings

Mrs. Georgia Higgins, Mu Chapter, February 12, 1956, Higbee

**Nebraska**

Miss Frances Spear, Rho Chapter, June, 1957, Gordon

**New Mexico**

Miss Jennie Kenny, Alpha Chapter, December 8, 1956, Roswell

Mrs. Cora Holland, Epsilon Chapter, November 5, 1956, Silver City

**New York**

Miss Bertha W. Smith, Gamma Chapter, August 4, 1957, Yonkers

Mrs. Pauline S. Whiting, Theta Chapter, June 19, 1957, East Aurora

**North Carolina**

Miss Jennie Mecum, Zeta Chapter, December 30, 1956, Walkertown

Miss Nancy Taylor, Zeta Chapter, February 22, 1957, Winston-Salem

Mrs. Hattie F. Plummer, Xi Chapter, January 3, 1957, Middleburg

**North Dakota**

Miss Susan McCoy, Alpha Chapter, May 2, 1957, Valley City

Miss Jennie L. Champine, Beta Chapter, July 22, 1956, Fargo

Miss Aagot Raen, Zeta Chapter, January 7, 1957, Mayville

**Ohio**

Miss Annie Spencer Cutter, Alpha Chapter, March 26, 1957, Cleveland Heights

Miss Margaret H. McNabb, Mu Chapter, March 18, 1957, Youngstown

Mrs. Ruth O. Farley, Chi Chapter, May 27, 1957, Oxford

Dr. Josephine Peirce, Alpha Tau Chapter, August 4, 1957, Lima

Miss Mary Sanders Weber, Beta Iota Chapter, October 21, 1956, Millersburg

Mrs. Beatrice Constant Marvin, Beta Lambda Chapter, March 29, 1957, Columbus

**Oklahoma**

Miss Mildred Birkey, Delta Chapter, September 27, 1956, Blackwell

Mrs. Edith Holt, Epsilon Chapter, June 8, 1957, Muskogee

Mrs. Elizabeth Ward, Upsilon Chapter, August 11, 1956, McAlester

Miss Mildred Farmer, Alpha Epsilon Chapter, January 6, 1957, Broken Bow

**Oregon**

Miss Marjorie Butler, Epsilon Chapter, March 8, 1957, Medford

**Pennsylvania**

Miss Elizabeth Koch, Tau Chapter, July 4, 1957, West Pittston

**Rhode Island**

Miss Sarah A. Whitlock, Gamma Chapter, April 28, 1957, Wakefield

**South Carolina**

Mrs. Charles E. Vermillion, Eta Chapter, April 29, 1957, Spartanburg

**South Dakota**

Miss Anna Hollister, Delta Chapter, June, 1956, Woonsocket

Miss Mildred Blanchard, Eta Chapter, November 14, 1956, Vermillion

**Tennessee**

Miss Ethel Hamilton, Alpha Theta Chapter, December 7, 1956, Shawnee

**Texas**

Mrs. Jane Y. McCallum, Alpha Chapter and Alpha State Honorary, August 14, 1957, Austin

Miss Maclovia Hill, Alpha Chapter, July 30, 1957, Austin

Miss Ruby Mae Durham, Iota Chapter, May 30, 1956, Denton

Miss Mary Crockett Sweet, Iota Chapter, March 16, 1957, Denton

Mrs. Adele Bigelow, Kappa Chapter, April 2, 1957, El Paso

Miss Minnie Blackman, Kappa Chapter, April 2, 1957, Pasadena

Miss Willie Mae Christopher, Mu Chapter, April 6, 1957, Abilene

Miss Martha Griffith, Rho Chapter, June 26, 1957, Alamo

Mrs. Charles E. Shultz, Alpha Alpha Chapter, December 25, 1956, Ennis

Mrs. Russell Tucker, Alpha Delta Chapter, April 8, 1957, Cooper

Miss Minnie Karbach, Alpha Theta Chapter, August 14, 1957, New Braunfels

Mrs. W. W. Turner, Beta Eta Chapter, March 1, 1957, Webster

Mrs. L. A. Robinson, Beta Nu Chapter, July 31, 1955, Marlin

Miss Mary Barnett, Beta Pi Chapter, March, 1956, Washington, D. C.

Miss Mary Boyd, Gamma Alpha Chapter, April 3, 1957, Gatesville

Mrs. Bates Barrett, Gamma Delta Chapter, September 27, 1956, Hillsboro

**Virginia**

Miss Gwendolyn Evans, Alpha Chapter, January 13, 1957, Newport News

**Washington**

Mrs. Marguerite Mann, Zeta Chapter, March 25, 1957, Wenatchee

Miss Marjorie G. Gross, Iota Chapter, December 28, 1956, Olympia

**West Virginia**

Miss Ella May Turner, Eta Chapter, August 2, 1957, Shepherdstown

**Wisconsin**

Miss Catherine Victoria Hargrave, Beta Chapter, June 26, 1957, Kenosha

Miss Ellen E. Nelson, Kappa Chapter, April 16, 1957, Menomonie

Miss Mabel Nelson, Kappa Chapter, November 18, 1956, Chippewa Falls

Miss Clara E. Johnson, Xi Chapter, April 15, 1957, Milwaukee

# The 1958 Balfour Blue Book

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Additional Price for pin and safety catch	
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Official 14K gold ring.....	10.75
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1/10 10K single rolled gold plate.....	5.00
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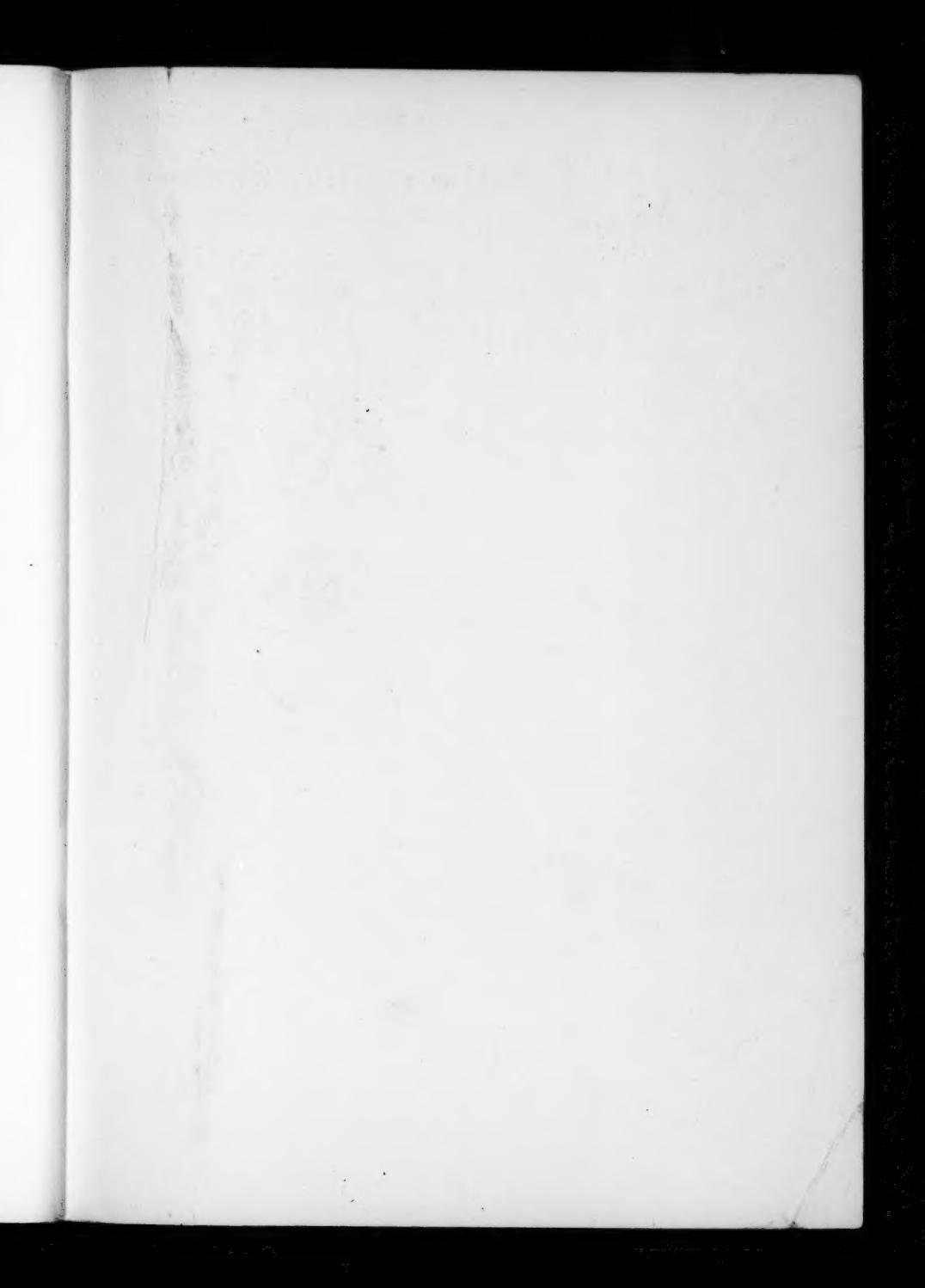
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